HAMILTON COLLEGE

1975-1976

THE COVER: *Lithograph of a 19th-Century view of the campus.*

HAMILTON COLLEGE

CATALOGUE 1975-1976

September 1975
Clinton, New York 13323

Samuel Kirkland, founder of Hamilton College

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The Daniel Burke Library

Hamilton Calendar 1975–76

AUGUST	29–		
SEPTEMBER	2	Fri.–Tues.	Freshman Orientation Program
	2	Tues.	Registration for upperclassmen Convocation, 2 p.m.
	3	Wed.	Fall term classes begin, 8 a.m.
	10	Wed.	Last day to drop or add a course, or to exercise pass/fail option
OCTOBER	11	Sat.	Class reunions and homecoming
	17	Fri.	Midsemester recess begins, 4 p.m. Midsemester warnings due
	22	Wed.	Classes resume, 8 a.m.
NOVEMBER	8– 9	Sat.–Sun.	Parents' weekend
	6–14	Thurs.–Fri.	Preregistration for winter and spring terms
	26	Wed.	Thanksgiving recess begins, 12 noon
DECEMBER	1	Mon.	Classes resume, 8 a.m.
	5	Fri.	Last day of classes
	6– 9	Sat.–Tues.	Reading period
	10–15	Wed.–Mon.	Final examinations
JANUARY	7	Wed.	Winter term classes begin, 8 a.m.
	30	Fri.	Winter term classes end, 4 p.m.
FEBRUARY	9	Mon.	Spring term classes begin, 8 a.m.
	16	Mon.	Last day to drop or add a course, or to exercise pass/fail option
MARCH	19	Fri.	Spring recess begins, 4 p.m. Midsemester warnings due
APRIL	5	Mon.	Classes resume, 8 a.m.
	5– 9	Mon.–Fri.	Sophomores declare concentrations
	13–20	Tues.–Tues.	Preregistration for fall term, 1976–77
MAY	19	Wed.	Class and Charter Day
	21	Fri.	Last day of classes
	22–25	Sat.–Tues.	Reading period
	26–31	Wed.–Mon.	Final examinations
JUNE	6	Sun.	Commencement

Foreword

Hamilton College owes its firm foundation to the courage and endurance of the Reverend Samuel Kirkland, Princeton graduate and disciple of Eleazar Wheelock, who established himself among the Oneida Indians in 1765 as a Christian missionary. His extraordinary ability to adapt himself to Indian life and to win the confidence of the northern tribes of New York resulted in the tribes' neutrality during the American Revolution and the gratitude of the new nation's leaders. Alexander Hamilton, as well as George Washington, listened sympathetically to Kirkland's pleas for assistance in establishing what became the Hamilton-Oneida Academy in 1793. The great financier of the early republic agreed to serve on the first board of trustees of the institution bearing his name. In 1812 the faltering academy was re-chartered as Hamilton College, a privately supported college of liberal arts for young men, and Hamilton remains to this day in the original pattern of American higher education.

With an enrollment of just under one thousand students, Hamilton is a comparatively small college where close ties between faculty and students are maintained and valued. Its graduates have moved on into useful and often distinguished careers and are noted for their intense loyalty and steady support. Because of the generosity of its alumni and friends, Hamilton is able to maintain a strikingly small student-teacher ratio — twelve to one — and to offer assistance to all of its students through indirect subsidization of instructional costs from its excellent endowment. During the past two centuries more than one hundred scholar-

ships have been established which, together with student loan funds, amount to well over three million dollars. Offering all its students instruction by experienced teachers, Hamilton has escaped the dilution of academic excellence which has marked many institutions where recourse to inexperienced graduate student assistants has become a necessity dictated by economy. Each entering Hamilton student is assigned a mature teacher-scholar as his adviser to guide him in making choices of course and career.

The Trustees of Hamilton chose not to transform the college into a coeducational institution during the 1960s, but rather they gave their efforts over to the founding of a coordinate women's college, Kirkland College, in 1968. Under its own board, administration, and faculty, Kirkland has grown into an undergraduate institution for 650 women whose instructional facilities are equally available to Hamilton men. Students from each college move naturally between campuses and have available to them the instructors and courses ordinarily provided only by a college or university of much larger size than either.

Hamilton expects its students to behave as mature and responsible members of a community of scholars and teachers. Both academic and personal behavior are governed by codes of conduct established and directed by elected student boards charged with maintaining a civilized atmosphere of integrity and honor. The faculty and administration of the college work closely together in building a program of modern education whose emphasis is clearly focused upon intellectual growth, freedom of choice, and distinguished service after graduation.

ENROLLMENT

Admission

Expenses

Financial Aid

Admission

Hamilton College selects among applicants for admission to the freshman class on the basis of scholarship and character. Each year there are many more qualified applicants than there are spaces available. Therefore, admission is competitive.

Selection is the responsibility of the Committee on Admission and Financial Aid, composed of ten members of the faculty and administration. The Committee reviews each application individually.

Among clearly qualified candidates, preference is given to sons of alumni, students who will contribute to campus activities, and students who live in regions not already well-represented in the College. The Committee makes a special effort to identify talented students from minority groups and from backgrounds which may have interfered with development of academic potential.

Application for admission to the freshman class should be made to the Director of Admission, Hamilton College, Clinton, New York 13323. A candidate should file his application as early as possible in his senior year, but in any event no later than March 1.

REQUIREMENTS FOR ADMISSION

Secondary School Credits

A candidate for admission is expected to complete a secondary school course which gives preparation for the work of a liberal

arts college. Sixteen units will be required, drawn from the usual college preparatory subjects of English, mathematics, foreign language (ancient or modern), science and social studies. Although the College does not prescribe how these subjects shall be distributed, it expects a minimum of four years of English, three years of mathematics, two years of science, and three years of one foreign language. If this language is to be continued at Hamilton it is strongly recommended that it be studied through the senior year of secondary school. Candidates who propose to participate in the cooperative engineering program (pages 43–44) should offer strong records in mathematics and the physical sciences. Because of the intellectual demands of college work, candidates are urged to pursue a strong academic program during the final secondary year, carrying a minimum of four preparatory courses. Since Hamilton College stresses above all else the ability and the ambition to do intellectual work, it will consider the applications of highly recommended, able candidates whose preparation is somewhat irregular in the number of units presented and in the subjects studied.

Examinations

Candidates must submit results of either the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT Test Battery of the American College Testing Program. Although College Entrance Examination Board Achievement Tests are not required, candidates who take these tests are encouraged to submit the results. It is expected that all testing will be completed not later than February of the year the student wishes to enter the College.

Admission Interview

Each applicant should plan to visit the campus prior to March 1 for a personal interview and tour. In the case of an applicant who lives a great distance from the campus, an off-campus interview may be arranged. The candidate should write or telephone (315-859-4421) the Admission Office to request a specific date for an appointment. The Admission Office is open Monday through Friday from 9:00 a.m. to 11:30 a.m. and from 1:30 p.m. to 4:00 p.m. Except during June, July, and August, the Offices are also

open Saturdays from 9:00 a.m. to 11:30 a.m., but the candidate is encouraged to schedule his interview for a weekday. A secondary school junior should defer his visit until after May 1 of his junior year. Overnight accommodations are available with student hosts or in the Bristol Campus Center; reservations are necessary and should be made through the Admission Office.

Early Decision

The candidate who has Hamilton as his first choice may ask for an early decision on his application. Since this policy has been adopted as a means of alleviating the problem of multiple applications, a request for early decision should be made as early as possible (any time after July 1) so that the candidate will know in sufficient time whether he need apply to other colleges. He may, however, request an early decision on his application as late as February 1. Regardless of the date of application he will be notified within two weeks after his application file is complete. If admission is offered and accepted, it is understood that the candidate will not apply to other colleges, or, if he has already submitted other applications, that he will immediately withdraw them. Should he be a candidate for financial aid, action will be taken on this application at the same time as his application for admission. Early decision will be based on: (1) the candidate's school record through the junior year; (2) the recommendation of his school; (3) the results of the Scholastic Aptitude Test or the American College Test taken in the junior year; (4) the personal interview. No candidate should request early decision unless he is absolutely certain that Hamilton is his first choice.

Deferred Admission

Any candidate already admitted who wishes to delay entrance for one year and who is certain that Hamilton is his choice may request deferred admission. A place will be reserved for him on payment of the required registration deposit (see page 13). A candidate requesting deferred admission should understand that he is bound by the same commitment to attend Hamilton as one seeking early decision.

Early Admission

A candidate who can meet high school graduation requirements by the end of his junior year and wishes to matriculate at that time will receive the same consideration as any regular applicant.

Transfer from Other Colleges

The College is interested in the well-qualified student who wishes to transfer to Hamilton. Because of the College's graduation and residency requirements (pages 31–39), no transfer student may be admitted as a member of the senior class. Admission by transfer is normally granted only to applicants who have maintained superior records.

Admission with Advanced Placement

Entering freshmen who score satisfactorily on placement tests given by the College Entrance Examination Board may, with the approval of the department concerned and the Academic Council, be granted advanced placement, or appropriate credit, or both. Information about these tests can be obtained from the College Entrance Examination Board. In addition, entering students who have been enrolled in early admission, enrichment, or similar college-level programs offered by two- or four-year colleges may, with the approval of the appropriate department and the Academic Council, be granted advanced placement, course credit, or both.

REGISTRATION

Freshmen must report several days before the formal opening of College. During these days each freshman has an interview with his faculty adviser and takes aptitude and achievement tests. The information supplied by the tests is used by the Deans and by faculty counselors to help each student adjust to the life and work of the College.

All students must register before the opening of College. Schedules of returning students are revised at this time, if necessary, and the schedules of new students arranged.

Expenses

A College education of the quality that Hamilton offers is necessarily expensive. Although — thanks to the College's endowment and the gifts and grants it receives — the tuition charge represents only one-half the actual cost of a student's education, many Hamilton students (nearly 40 per cent of those enrolled in an average year) need financial aid. Scholarship money, employment opportunities and loans have been provided for those who demonstrate this need. For detailed information about financial aid, see pages 17–27.

The fixed charges for a year at Hamilton to cover tuition, board, room and the over-all fee amount to $4,900. On the average, a student will need approximately $500 more to cover his personal expenses, the actual amount dependent in part upon the distance between his home and the College.

COLLEGE FEES

Application Fee, Deposits

Application Fee. A non-refundable fee of $15.00 must accompany each application for admission.

Registration Deposit. Candidates offered admission must pay by May 1 a non-returnable deposit of $100.00. This fee is credited on the first bill.

Guarantee Deposit. An initial guarantee deposit of $25.00 is required from each regularly enrolled student upon entering College.

This deposit will be held to insure final payment of minor bills. Any unused balance will be returned to the student after he leaves College.

Tuition and Other Fixed Fees for 1975–76

Tuition	per year	$3,125
Room (dormitory)	per year	650
Board (in College dining halls) . .	per year	875
Over-all Fee	per year	250

Partial Tuition. For the occasional special or non-matriculated student given permission by the faculty to carry less than the minimum full-time program of four courses, the tuition charge will be applied at the rate of $350 per course.

Overelection Fee. Tuition paid over the full four years covers the 35 required courses, plus a maximum of two additional courses taken anytime during a student's program. Students who enroll in more than 37 courses (exclusive of Music 13–14 and Music 15–16) pay an overelection fee of $350 for each extra course selected during residence at Hamilton.

Room and Board. The figures given above are those for rent of a room in a College dormitory and for board in College dining halls. Rates for room and board in fraternity houses are determined by each house. The College provides a 6′ 6″ bed with springs and mattress, a desk, chair and dresser for each occupant. Because of dormitory financing commitments a student who moves from a dormitory to a fraternity house more than two weeks after the opening date of any semester will not be entitled to any rebate on his room rent. A student who elects an alternate meal plan (less than 19 meals a week) will be entitled to a modest rebate on his board bill, provided the election is made within two weeks of the opening date of a semester. It is the policy of the College that all unmarried students not living at home must live in either a college dormitory or a fraternity house. Exceptions to this policy may be granted by the Dean of Students. Those given permission to make their own board arrangements will be assessed a service charge for this privilege.

Over-All Fee and Medical Service. The over-all fee is paid by all registered students except those participating in the Semester in

Washington program, who pay a reduced fee of $150 a year. The over-all fee covers charges for student publications, student activities, educational equipment, and medical services.

Medical services include medicines, treatments and X-Rays at the College's Health Center. These are without charge except that medicines which cost in excess of $1.50 for a routine course of prescribed treatment, and laboratory test materials costing in excess of $1.50, will be charged to the patient. A fee of $10.00 will be charged for certain elective physical examinations. Board for patients not on the College meal plan is charged at the current college rate.

Group accident insurance is extended without separate charge to all regularly enrolled students who pay the overall fee.

The Basic Plan will cover the actual cost up to $500 of any medical or surgical treatment, including hospitalization, and the services of trained nurses and other necessary medical charges that may be required as the result of an accident. Excluded, however, are all such charges that may be incurred at the college-operated Health Center. There is a $50-deductible clause applying to each incident except those incurred in intercollegiate sports participation or in approved intramural athletic contests.

In addition to the Basic Plan, the College has a Major Medical Plan. Under this plan, the insurance carrier will pay 80% of expenses resulting from an accident and in excess of $500 up to a maximum of $7,500 per accident.

Coverage under both plans runs from September to June and affords protection against all accidents whether sustained at the College or elsewhere. All bills and charges in connection with a given accident must be presented to the College within two years of the time of the incident.

Except as described above, the College assumes no responsibility for medical or health services to the students.

Special Examination Fee. A special examination fee of $60.00 is charged for each examination to earn credit for independent coverage of course work (see page 40).

Graduation Fee. A graduation fee of $20.00 must be paid by each senior. The charge will appear on the December bill.

Music Fees

Private instruction in voice or instrument is $150 for Fall or Spring Term. Instruction will be available during the Winter Term at a rate of $12 a week. This does not apply to students taking instruction to satisfy the performance requirements for a concentration in music.

Optional Social Fee

As a service to the Student Activities Committee, the summer bills for upperclassmen may include a $25.00 charge for the social ticket, depending on each student's option at the time of preregistration in the spring. All summer bills to freshmen will include the charge for the social ticket; any freshman who does not want to purchase a ticket may deduct the item from his bill, notifying the business office when he returns the bill. Holders of the social ticket and their dates are admitted to entertainment and social events at substantial savings.

Payment of Bills

One-half the annual charges are billed in late summer and the other half in December. These bills will be mailed in summer to students' homes and in December to their college addresses, with a copy to their homes. The summer bill must be paid by August 31 and the December bill by January 15.

Many organizations and banks offer various payment plans for tuition and fees. These allow for payment periods as long as seventy-two months. The College does not advocate any particular plan, but the Office of Financial Aid has a list of organizations which can be supplied on request.

Any student whose bill is not paid as provided herein may be excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have his grades recorded or obtain a transcript of his record.

Because costs of operation are fixed, the College must follow a very limited refund policy: If a student enters late, withdraws, is suspended or dropped, or is absent for academic reasons over the Winter Term for two weeks or more—unless the absence involves an exchange with another institution—his board bill is appropriately reduced. No other charges are refunded or remitted.

Financial Aid

Many Hamilton students receive financial assistance through College grants, and a number augment their resources through part-time employment and long-term loans. Any candidate for admission is eligible to apply for financial aid, which is awarded on the basis of need.

Hamilton College is a member of the College Scholarship Service of the College Entrance Examination Board. This Service assists the College in determining the student's need for financial aid. Entering students seeking such assistance are required to submit a copy of the Parents' Confidential Statement to the College Scholarship Service, designating Hamilton College as one of the recipients. The filing of this application prior to February 15, 1976, will ensure a candidate being given consideration for any scholarship, special or general, for which he may be eligible. Except for upperclass applicants, no other application need be filed. The Statement may be obtained from a secondary school or from the College Scholarship Service, Box 176, Princeton, N. J. 08540, or Box 1025, Berkeley, Calif. 94701. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, N.Y. 13323.

GENERAL SCHOLARSHIPS

Any Hamilton undergraduate is eligible to apply for a general scholarship. The scholarships were established as an aid for those who find it difficult to meet the cost of a college education and should not be sought by others. Scholarship aid is granted as an

expression of confidence in the continued and improving academic performance of the student.

These grants are supported in part by the income from more than seventy scholarship foundations and in part by the general funds of the College. Stipends range in amount from a few hundred dollars to total expenses. They are awarded on the basis of need and funds available. The following are the procedures and regulations which govern the awarding of general scholarships.

1. Consideration of an application for financial aid cannot be given until the candidate has made application for admission to the College. The granting of admission in no way guarantees the granting of a scholarship.

2. Grants are normally awarded for an academic year but may be adjusted at anytime if circumstances warrant. Grants are credited against College bills.

3. Awards are re-evaluated each year; thus, in the spring of each year, students who wish to be considered for the renewal of an award will file an application with the Director of Financial Aid.

4. The Committee on Financial Aid reserves the right to remove the scholarship of a student if his academic performance is deemed unsatisfactory or his personal conduct is judged detrimental to the best interests of the College.

The Charles A. Dana Scholarships

The Dana Scholarships are available at the beginning of the sophomore year and continue through the senior year, provided the recipient continues to fulfill the requirements. Fifteen to twenty sophomores will be appointed Dana Scholars each year. They will be selected at the end of their freshman year on the basis of academic achievement, character and leadership.

Depending on need, each Dana Scholar will receive a grant from $100 to full tuition. Students having no financial need are eligible for appointment as Dana Scholars and will receive a token minimal grant of $100.

Scholarships for Sons of Secondary School Teachers

Hamilton College awards each year three scholarships to the sons

of secondary school teachers. One, with a value of up to $10,000 over a four-year period, is offered to sons of secondary school teachers in the state of Illinois. The other two, also with a value of up to $10,000, are offered in the states of New York and Pennsylvania.

SCHOLARSHIPS OFFERED IN SPECIFIC AREAS

Illinois

The *Alumni Association of Chicago* offers a scholarship to an entering freshman. The award will pay up to the total cost of the College, depending on the need of the recipient.

Sons of Illinois Secondary School Teachers should note above the provisions of the scholarship open to them.

New Jersey

The *New Jersey Alumni Scholarship*, with a value of up to $8,000 over a four-year period, is offered to students attending schools in Bergen, Essex, Hudson, Hunterdon, Middlesex, Morris, Passaic, Somerset, Sussex, Union and Warren Counties.

Minnesota

The *Minnesota Alumni Association* offers a scholarship to an entering freshman which will pay up to $4,000 for the freshman year, depending on the financial need of the recipient. It is renewable in the upperclass years, based on the student's demonstrated financial need.

New York

The *Adirondack Alumni Scholarship*, with a value of up to $6,000 over a four-year period, is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren and Washington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts of the class of 1904 provides the funds for this scholarship.

The *Alumni Association of Metropolitan New York Scholarship* is offered to students who attend schools in the New York area. This scholarship will pay up to $8,000 over a four-year

period; the exact amount will depend on the financial need of the recipient.

The *Daniel Burke Scholarship* is awarded with preference given first to a student from the public high school in Oxford, N. Y., and second, to a resident of Chenango County. If there should be no eligible candidate, then the scholarship may be awarded at large.

The *Earl M. Clark Scholarship*, established in memory of a member of the Class of 1907 and former Binghamton resident, is awarded to an outstanding student from New York State, with preference to residents of Broome County. It is renewable each year provided need continues to be demonstrated.

In certain years, candidates for admission who attend schools in Livingston, Monroe, Ontario, Orleans, Wayne and Yates Counties are eligible to compete for the *Lieutenant Willard B. Eddy, Jr., Memorial Scholarship*, established by Mr. and Mrs. Willard B. Eddy of Rochester, N. Y., in memory of their son. This scholarship carries a value of up to $8,000 over a four-year period and is awarded on the basis of academic achievement and character.

The donor of the *Charles Melville Fay Scholarship* has specified that preference be given to students from Steuben County, New York, or from the western part of New York State.

In certain years, secondary school students from Cayuga, Cortland, Onondaga, Oswego, and Seneca Counties are eligible for the *David Shove Hastings Scholarship*, established by Mr. and Mrs. J. Murray Hastings in memory of their son. This scholarship will pay up to $8,000 over a four-year period.

The *Charles Anthony Hawley Scholarship* was received under the will of Anna H. Story in memory of Mr. Hawley, a former trustee of the College. It gives preference to graduates of schools of Seneca Falls, New York.

The *Honorable Irving M. Ives Scholarship*, founded by the Norwich Pharmacal Company, is awarded in certain years with preference given, first, to the son of an employee of the company and, second, to a resident of Chenango County.

The *Augusta M. Lovenguth Memorial Scholarship* is awarded with preference given, first, to a relative of the family and, second, to a student matriculating from Camden, Oneida County, New York.

In the awarding of the *Stephen W. Royce Scholarships*, students from Liberty, N. Y., and Pasadena, Calif., will be given preference.

The *Lee N. and Grace Q. Vedder Foundation Scholarship* is awarded with preference to applicants from Montgomery and Fulton Counties.

Sons of Secondary School Teachers in the State of New York should note above the provisions of the scholarship which has been made available to them.

Certain special scholarships are reserved by the donors for graduates of specified secondary schools in New York State. The terms of the *Elizabeth R. Fitch Scholarship* stipulate that preference be given to graduates of the Westmoreland High School. The *George E. Dunham Scholarship* is restricted to graduates of the public high schools within the city of Utica, N. Y., and the *A. W. Soper Scholarship* to graduates of the Rome Free Academy. The *Charlotte Foster Babcock Scholarships* are available, first, to relatives of the donor, Edward S. Babcock of the class of 1896; second, to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield, N. Y.; and finally, to members of Emerson Literary Society.

The *Marcus Judson Scholarship* is reserved for a student from the Presbyterian Church of Watertown, New York.

Ohio

The *Alumni Association of Northern Ohio* offers a scholarship to an entering freshman which pays up to $4,000 for the freshman year, depending on the financial need of the recipient. It is renewable in the upperclass years, based on the student's demonstrated financial need.

The *Tunnicliffe Scholarships* are available, first, to students from northwestern Ohio; and secondly, to any student who qualifies for financial aid.

Pennsylvania

The *Alumni Association of Philadelphia* offers a scholarship to students who attend schools in the Delaware Valley area. The

award pays up to $8,000 over a four-year period, depending upon the need of the recipient.

The *Alumni Association of Western Pennsylvania* offers to an entering freshman, a scholarship which pays up to $4,000 for the freshman year, depending on the financial need of the recipient. It is renewable in the upperclass years, based on the student's demonstrated financial need.

Sons of Pennsylvania Secondary School Teachers should note above the provisions of the scholarship available to them.

SPECIAL SCHOLARSHIPS

Hamilton College offers the following special scholarships for undergraduates who need aid and who meet the requirements set forth by the scholarship donors.

The *Vivian B. Allen Scholarships,* founded by the Vivian B. Allen Foundation of New York City, are reserved for students from foreign countries.

The donor of the *Edward S. Babcock Scholarship* has specified that preference be given to members of Emerson Literary Society.

The *Robert A. Bankert, Jr., Scholarship,* established by the family and friends of the late Robert A. Bankert, Jr., of the class of 1970, is awarded annually. Preference will be given to a student who has participated in athletics and who, at the beginning of his junior year, has shown significant improvement in his academic average.

The *James L. Bennett Scholarship* is awarded to a sophomore who gives evidence of outstanding moral character.

The *Harlan F. Calkins Scholarship,* established by the family and friends of the late Harlan F. Calkins of the class of 1929, is awarded, at the discretion of the Scholarship Committee, to a student of outstanding character and leadership.

The *George A. Clark Scholarship* is reserved for a candidate for the Presbyterian ministry, to be designated by the pastor and session of the First Presbyterian Church of Utica, or by the College.

The *Ned Doyle Scholarship* is awarded annually to an entering student who has demonstrated outstanding academic achieve-

ment and athletic ability. The award may be renewed if need continues to be demonstrated.

The donor of the *Charles Holland Duell Scholarship* has specified that it be awarded to a member of the freshman class.

The *Dr. Edward R. Fitch Scholarships in Classical Languages,* founded by E. Root Fitch of the class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin (courses in translation not included). The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

The *E. Root Fitch Scholarships,* founded by E. Root Fitch of the class of 1886, are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The *Geneva (N.Y.) Presbytery Scholarship* is reserved for a candidate nominated by that organization.

The *Irene Heinz Given and John La Porte Given Foundation Scholarships* are reserved for students who are preparing for admission to medical school.

The *Huguenot Society Scholarship,* with an annual value of $1,000, is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The donor of the *Arthur Hunter Scholarship* has specified that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The *Leavenworth Scholarship* is available to a student or students bearing the surname of Leavenworth.

The *Henry M. Love Scholarship,* established by William D. Love of the class of 1909, provides a scholarship for relatives of Henry M. Love of the class of 1883, or, when no such relative is in College, may be awarded to a senior in Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The *William DeLoss Love Scholarship* was established by William DeLoss Love of the Class of 1909, Mrs. William D. Scranton, and others. In accordance with the wishes of the scholarship donors, preference is given to descendants of William DeLoss Love of the class of 1843.

The terms of the *Annie L. MacKinnon Scholarship* stipulate that preference be given to a student whose record shows ability and interest in mathematics.

The *John MacNair Scholarship*, established by the will of Edna Thirkell Teetor, is reserved for students registered in the "3–2" engineering program (see pages 43–44).

The *Willard Bostwick Marsh Scholarships*, established by Willard B. Marsh of the class of 1912 in memory of former President Melancthon Woolsey Stryker of the class of 1872, are available to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The *Jessie Smith Noyes Foundation Scholarships* are provided by an endowment grant and administered as part of the college scholarship program in memory of Alfred H. Smith '32.

The donor of the *Charlotte Buttrick Sackett Scholarship* has requested that it be awarded to a member of the sophomore class.

The *S. B. Steere Scholarship* was established for blood relations of the donor. If none appears, preference is given to candidates for the ministry.

The *Charles Van Arsdale, Jr., Scholarship*, established in memory of a member of the Class of 1972 by his family and friends, provides financial aid to students from countries other than the United States or Canada. In years in which there are no such eligible students, income from the scholarship fund may be used for the benefit of students without reference to the country of their origin.

FEDERAL AND STATE SCHOLARSHIPS AND GRANTS

Federal

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS, formerly Educational Opportunity Grants, provide an aggregate maximum of $4,000 in direct aid during undergraduate study. In no year can the SEOG exceed $1,500 or one-half the student's need, whichever is less. A limited amount of SEOG funds are reserved for students who demonstrate substantial financial need.

BASIC EDUCATIONAL OPPORTUNITY GRANTS became available to first-year, full-time students entering college

after July 1, 1973. Grants range from $200 to $1,400 depending upon the student's Eligibility Index as determined by the U.S. Office of Education formula. During times of inadequate funding to meet the maximum entitlement of each student, BEOGs will be prorated. BEOGs are not administered by the College. All students seeking financial aid from the College whose family incomes are $15,000 or less should apply directly to the Basic Educational Opportunity Grant Program at the address indicated on the BEOG application. Applications may be obtained at high school guidance offices or college financial aid offices.

State

All residents of the State of New York are eligible to apply for assistance through the Tuition Assistance Program (TAP). Maximum TAP awards for undergraduates are based on two Schedules: Schedule B and Schedule C. Schedule B is applicable to those who graduated from high school before Jan. 1, 1974. Those who graduated after this date may choose between Schedules B and C.

Schedule B awards range from $100 to $600, depending on family taxable income. Maximum awards are made to students whose family's adjusted taxable income is $2,000 or less and awards are reduced by $1 for every $15 in taxable income in excess of $2,000. No award is less than $100 and adjusted taxable income must be $20,000 or less to qualify.

Schedule C provides awards from $100 to $1,500, depending on adjusted taxable income. Maximum adjusted taxable income for eligibility is $20,000.

Regents College Scholarships are awarded each year on a competitive basis. Students normally take the Regents Scholarship Examination during their senior year of high school. For Schedule B recipients, the scholarship ranges from $250 to $1,000, depending upon taxable income. For Schedule C recipients, scholarships are $250, regardless of income.

The amounts of the above awards are estimated by the Office of Student Financial Aid and will appear on the student's account, provided the recipient files a power-of-attorney with the college. Adjustments will be made after official notification of awards from the State Education Department.

States other than New York may provide scholarship aid for student residents of their respective states who engage in out-of-state study. Students should contact the Department of Education in their home states for further information.

LOANS

National Direct Student Loans provide for low-interest (3%), long-term borrowing for students who demonstrate financial need. Maximum entitlement is $2,500 during the first two years of undergraduate study and $5,000 for all four years. In no case can the sum of NDSL and other assistance exceed the student's demonstrated financial need. Repayment normally begins after graduation.

Federally Insured Loans, often referred to as state or guaranteed loans, are available through a higher education assistance corporation or the United Student Aid Fund, depending upon the student's state of residence. Students whose adjusted family income is $15,000 or less are eligible for Federal interest subsidy. All others may qualify if need is demonstrated. Repayment at 7 percent interest normally begins after graduation.

The *Theodore M. Pomeroy Loan Fund,* established in 1916 for the purpose of "assisting worthy young men to acquire an education at Hamilton College," is now valued at approximately $25,000. The loans are repayable by seniors within three years, interest at three per cent being computed from the time the student leaves college, and by other students before returning to college the following fall with interest at three per cent being charged from the time the loan is made.

The *Frank Burgess Memorial Fund* was established under the will of Frank Burgess of Utica in 1969. Income from the fund will be loaned to deserving students in need of financial assistance. According to the terms of the will, "Before any loan is granted to any student, said student shall agree to repay the loan so made to him and to begin to make payments on said loan within two (2) years after his graduation or on entering his life work and to complete repayment of said loan within five (5) years after graduation or on entering his life work, with interest at five per cent (5%) per annum to commence at his graduation or on entering his life work."

The *Elmer C. Sherman Loan Fund,* effective in October, 1963, was established under the will of Ida M. Sherman in memory of her husband, a member of the class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged on these loans. The entire loan must be repaid within three years after graduation.

STUDENT EMPLOYMENT

The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide for student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, are under the supervision of the Career Center.

ACADEMIC INFORMATION

Academic Program
Academic Regulations
Special Programs
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Courses of Instruction
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Kirkland Courses

The Academic Program

Hamilton provides a wide variety of intellectual disciplines in a liberal arts curriculum which leads to the bachelor of arts degree. Students are expected to complete thirty-five courses for the degree, normally in a four-one-four pattern in the Fall, Winter and Spring terms. The courses may be selected from among the offerings of 21 departments and interdisciplinary programs in American Studies, Asian Studies, Environmental Studies, Foreign Languages and Theater and Drama, as well as from the offerings at Kirkland College. For specially interested and qualified upperclassmen the Term in Washington and Hamilton-sponsored programs in France and Spain provide unusually rich off-campus educational experiences.

Kirkland College, the coordinate women's college, provides a special dimension to the educational environment. Since the student may take advantage of the resources of both institutions he has opportunities normally available only at universities.

A noteworthy feature of the curriculum is the absence of required course work in any academic area other than the field of concentration. Breadth of intellectual experience is expected as a result of responsible choices made by the student in consultation with his academic adviser. In order to insure responsible choice and experienced advice, the College has established the Board of Advisers to assist freshmen and sophomores in developing programs to serve their individual educational interests and needs.

During the Winter Term each student works intensively on only one course, free of competing demands on his time and atten-

tion. The program aims to provide each student with an experience of intellectual intensity and a degree of independence which is normally beyond the range of more comprehensive courses.

In designing the flexible curriculum the Faculty has sought to give the individual student considerable responsibility for his own intellectual development. The Faculty believes that responsibility assures personal growth. As the new student is asked to bear this responsibility, his introduction to the variety of knowledge that the College offers will be facilitated.

The Board of Advisers and the Adviser's Role

The freshman year program reflects the College's confidence in the responsible judgment of its students and its belief that they will desire a broad, varied educational experience. A list of courses open to freshmen is distributed to each new student during the summer prior to his arrival. Each course is briefly described, and from among them four are tentatively selected for discussion and final selection during the freshman orientation period. While decisions regarding course elections must rest finally with the student himself, the Board of Advisers offers as a fundamental guideline the proposition that a liberal education entails engaging the mind in studies which are distinguished generally as aesthetic, literary, philosophical, scientific, and societal. This suggests a standard against which the student may measure his curricular plans.

This system of advising makes articulate counseling central to the student's fulfillment of his educational goals. In consultation with his adviser the student regularly refers his efforts to his educational purposes. By sharing his experience regularly with his colleagues on the Board of Advisers, each adviser is aided in maintaining his objectivity and alertness to change. Each adviser is an experienced faculty member of full-time status.

The adviser is not a casual or occasional faculty contact for the Hamilton student. He gives guidance, not direction. So that his guidance may be fruitful for the student, the individual adviser will be joined by two other members of the Board of Advisers in looking over the freshman's record at the end of his first term at the College. On the basis of that record and more especially on the basis of the student's interests, needs and future study plans,

the Board makes to the adviser and to the student whatever recommendations seem to be appropriate.

The aim of a more flexible curriculum is the development of the student's independence as an educated man. It is the student as an individual whom the College has existed to serve and whose personal growth represents the best argument for the continuing need in modern society for the relatively small center of liberal learning.

Graduation and Concentration Requirements

In order to qualify for the degree, each Hamilton student must complete 35 courses, ordinarily four each fall and spring and one in three of four Winter Terms, and an area of concentration. The specific disciplines in which a student may concentrate are Anthropology, Art, Chemistry, Classics, Economics, English, French, Geology, German, Government, Greek, History, Latin, Life Sciences (Biology), Mathematics, Music, Philosophy, Physics, Psychology, Religion, and Spanish. In addition concentrations in American Studies, Foreign Languages, Theater and Drama, and Asian Studies are offered.

The normal concentration consists of eight courses within a department. The department may specify particular courses to be required.

An interdepartmental concentration may be arranged with the approval of the departments concerned and the Academic Council. Concentration in two departments is possible also with the approval of the departments concerned. However, a student may not count a course as part of the concentration requirement in more than one department.

A student may concentrate in Sociology, which is offered at Kirkland College. A Hamilton faculty member will serve as his adviser.

A concentration in American Studies may be selected with the approval of the appropriate interdepartmental faculty committee. The concentration consists of twelve courses comprising a program approved by the committee; the program will include American Studies 31, taken no later than the fall of the junior year, and American Studies 50.

The concentration in Foreign Languages requires the completion of two 20-level courses in each of two foreign languages and the completion of two advanced literature courses.

A concentration in Theater and Drama may be selected with the approval of the appropriate interdepartmental faculty committee. The concentration will consist of eight courses, including two in acting and directing and such other courses, particularly those in dramatic literature, as the committee approves.

A concentration in Asian Studies may be selected with the approval of the appropriate interdepartmental faculty committee. The concentration will consist of eight courses from at least two departments. It will include at least two courses from among History 14, 21, and 24, and such other courses as the committee approves.

A student selects his area of concentration near the end of his sophomore year. He must have completed at least a year course in the department in which he wishes to concentrate and must have received an average of 70 or higher for the two terms combined and for any additional courses he may have taken in the proposed department of concentration. For unusual circumstances a department has the authority to waive this rule. A student who is not eligible for an area of concentration at the end of his sophomore year will be dropped from College.

The courses planned to satisfy the concentration requirement must be approved by the department at the time of election, and all subsequent changes of course elections within the area of concentration require the approval of the department. Students may change areas of concentration only with approval of the departments concerned and the Dean. Each student is required to take at least one course in the Fall and Spring of his senior year in the department under which he is concentrating.

Winter Term

During the month of January, the student enrolls in just one course. The course is similar to a regular semester course except that the subject matter lends itself to being taught in a relatively short, concentrated burst. Winter Term thus provides an opportunity to pursue one interest intensely.

Usually individual faculty members establish Winter Term courses through their departments. The courses are submitted to the Committee on Academic Policy and then to the Faculty for consideration and are afterwards listed in the catalogue along with the regular offerings. Because there are frequently additions to the catalogue listing, a special supplementary listing of Winter Term courses is published prior to registration for the winter and spring terms.

The curriculum is diversified during Winter Term by the presence of special adjunct faculty who offer expertise not normally available.

A student who wishes to pursue a program of independent study during the Winter Term may do so. The procedure for establishing the program is similar to one for the regular terms. A student consults with a faculty sponsor and his adviser; they judge the proposal on the basis of the general criteria set forth in the Independent Study guidelines. The proposal must also be approved by the chairman of the department (or division) in which the independent work is undertaken. A student who has been working on an Independent Study program during the fall may request permission to continue the program during January. In order to ensure that instructors will have ample time to devote to each Independent Study program they supervise, no faculty member will agree to supervise more than six projects in any term. The Independent Study courses are reviewed by the Board of Review.

For the class of 1976, graduation requirements are successful completion of 32 courses and three Winter Study projects; for the class of 1977, completion of 33 courses and two Winter Study projects; for the class of 1978, completion of 34 courses and one Winter Study project. For all classes thereafter, the requirements include successful completion of 35 courses, of which no more than four may be from the Winter Term.

The normal pattern of course election is 4–1–4. Thus, a student ordinarily participates in at least three of four Winter Terms during his academic career. Although the student is free to choose his own activity during the fourth Winter Term, he is urged to spend it in a productive manner. For example, the College makes available opportunities to pursue various internships

and work-study programs during the Winter Term. These are not graded or counted toward graduation credit. Rather, the College recognizes these programs as special co-curricular activities.

Winter Term courses may be expected to have regular class meetings, papers, and examinations.

Academic Regulations

Note: A complete listing of all faculty regulations is published annually in the Student Handbook.

Standards for All Written and Oral Work

The College requires minimum standards of correctness in all written work. The faculty enforces this requirement by refusing to accept for grading prepared work which is below standard and by penalizing examinations and other written work for gross errors in English.

Hamilton also requires minimum standards of performance in all prepared oral presentations. The faculty enforces this requirement by penalizing oral presentations, particularly by juniors and seniors, which do not meet acceptable standards of clarity, organization, and effectiveness.

Grade Requirement

All courses are graded by one of fourteen letter grades. Each of these grades has a numerical equivalent which is used to determine a student's average and his relative standing in his class. The letter grades with their numerical equivalents are as follows:

Excellent	A+ (98)	A (95)	A− (92)
Above average	B+ (88)	B (85)	B− (82)
Average	C+ (78)	C (75)	C− (72)
Below average	D+ (68)	D (65)	D− (62)
Failure	F (55)		
Serious failure	FF (40)		

D− is the lowest passing grade.

When Independent Study is carried as a year course the grade reported at the end of the first term is tentative. The grade assigned by the instructor at the end of the Spring Term becomes the final grade for both terms. The same is true of English 39–40 and 43–44. A student who fails English 11 and passes English 12 may, upon recommendation of the Department, receive a revised grade of D− for English 11. With these exceptions all grades are final and may not be altered.

To qualify for graduation a student must attain a grade of C− or higher in at least one-half of the courses completed at Hamilton.

A student must also attain an average of at least 70 in all courses taken at Hamilton in his department of concentration which qualify for that concentration. For an interdepartmental concentration the average must be at least 70 in courses approved for the concentration. A senior who fails to make the required average will have no further opportunity to qualify for a Hamilton degree.

Pass-Fail

In order to encourage greater student experimentation in course elections, the faculty has adopted a rule which allows the student to elect four courses over the four-year period on a pass-fail option with no more than one such option exercised in any given term. It should be emphasized that graduate and professional schools generally look with disfavor on prospective students using this option in course work considered crucial to the graduate field.

The pass-fail option is subject to the following rules:

1. No freshman will be permitted to use the pass-fail option in his first term.

2. The instructor will not be informed of what specific students are taking his course on the pass-fail option, unless he requests such information.

3. The student must inform the Registrar of his intention to use the pass-fail option no later than the deadline for course changes.

4. The pass-fail option cannot be used in the student's department of concentration in his junior or senior year.
5. Pass will be equivalent to the lowest passing grade or better.
6. Pass-fail will not be included in the student's average.
7. Although the instructor reports a regular grade, the student's record will carry either a pass or a fail as appropriate.

Acceleration

The normal time required to complete study for the degree is four years. For the exceptional student with proper motivation and the willingness to undertake summer or other additional study, acceleration is possible so that the degree may be obtained in three years. A student wishing to accelerate must apply to the Academic Council for permission to do so not later than the end of the first term of his sophomore year. The Council will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to students whose academic ability and personal maturity are adjudged satisfactory. It is a guiding principle that students with less than a B average are not eligible for acceleration.

Suspension from College

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct, whether on or off the College campus, is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated from the College or resigns is required to cease residing on the campus within forty-eight hours, unless permission to the contrary is granted by the Dean.

Honorable Dismissal

A student who withdraws from College during the academic year

will be entitled to honorable dismissal only if he clears the withdrawal with the Dean and with such departments or offices as the Dean may direct.

Course Elections

Courses for the first term of the following year are chosen in the spring of the freshman, sophomore, and junior years. A similar procedure of elections for the Winter and Spring terms takes place in the late fall. A fee of ten dollars will be charged for late election of courses.

After preregistration a student may change his program through the first calendar week of the term with the approval of his adviser, except that he may not carry more than five or less than four courses without approval from the Associate Dean. After the first week a student may drop a course during the first half of the term with the approval of his adviser and the Associate Dean; no penalty is assessed except that the dropped course counts as one of the 37 the student may elect without extra charge. After mid-term a dropped course counts as a failure unless there are extraordinary circumstances involved; such cases are dealt with by the Board of Review.

A student may take any course for which he has satisfied the prerequisites. Seniors may enroll in courses designed principally for freshmen only by permission of the department chairman.

Summer School Credits

To insure proper supervision and validation, a student who desires to receive credit for work done in a summer school should submit his program in advance for approval by the appropriate departmental officer and the Academic Council. Only summer session courses which are passed with a grade at least one level higher than the lowest passing grade are entitled to transfer credit.

Degrees

All students receive at graduation the degree of Bachelor of Arts. Degrees in course are conferred only upon those who are present to receive them, unless the faculty has taken special action authorizing their award *in absentia.*

Residence Requirement

To earn a Hamilton degree a student must be in residence for at least two years and he must spend his final term in residence.

Physical Education Requirement

To qualify for graduation freshmen and sophomores must attend scheduled classes in physical education for such time as is required to enable them to pass tests specified by the Department.

Special Programs

Independent Study

After the first term of the freshman year, a student may engage in independent study in place of a regular course. Before being submitted to the office of the Dean, an independent study proposal must have the approval of the faculty supervisor under whom it is to be carried out, of the appropriate departmental chairman, and of the student's faculty adviser. Only a student who is judged to be sufficiently mature and knowledgeable will be permitted to undertake independent study. A student may not engage in more than one independent study in any one term.

Independent study consists of one of three different kinds of work carried on by a student and guided and graded by an instructor:

1. Readings in sources and texts not covered by regular courses;
2. Creating a work of art — for example, painting, sculpture, musical composition, poetry, or fiction;
3. Engaging in library, laboratory, or field research.

In so far as is feasible, a student will work on his own. Independent study should be truly independent; it should not be simply another course.

Independent Coverage of Course Work

For those students who wish to assume maximum responsibility for their own education, coverage of course offerings may be

undertaken independently and credit granted on the basis of demonstrated proficiency. Such study is ordinarily undertaken during the summer recess. Approval of a formal petition must be obtained from the department concerned and from the Board of Review. Both the department and the Council must also certify that the work has been successfully completed by written examination. The fee for such a special examination has been set at $60 and is not refundable. By electing to take courses by independent coverage a student may move more rapidly into advanced courses for which there are prerequisites or make up for courses failed without the necessity of repeating class attendance.

Study Abroad

Qualified students may, with the approval of the faculty, spend one to three terms studying in a foreign country and receive full credit toward a Hamilton degree. Those who are interested should consult the Dean during the first term of the sophomore year.

Hamilton College Junior Year in France and Academic Year in Spain

Hamilton College sponsors a junior year in France program. Enrollment is open to students whose preparation in French and intellectual maturity are sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To qualify, students must have an over-all average of B− by the end of their sophomore year. The program, directed in France by a member of the Department of Romance Languages, begins with a six-week session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams College and Mount Holyoke College, Hamilton has initiated a program in Madrid. This program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a superior academic record and an adequate knowledge of Spanish — at least two years of high school Spanish plus two years of college

Spanish or the equivalent. Directorship of the program will be rotated among members of the faculties of the three collaborating colleges.

Hamilton College Term in Washington

Hamilton College offers a program in Washington D. C., for qualified juniors and seniors. The program is directed by a resident member of the Department of Government. It consists of internships in federal legislative and executive offices, as well as a regular seminar program which requires independent research and writing. Students are responsible for their own living arrangements. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. To qualify, students must complete Government 22, 25, 28, 31, or 222. Government 31 is also recommended. The program, offered in the fall, is also open to selected students from other colleges.

Cooperative Engineering Program

See pages 43–44.

Cooperative Program with Colgate University

With the approval of his department of concentration and the Academic Council, a Hamilton College student may, during the academic year, take course work at Colgate University for credit toward his degree. On a similar basis, Hamilton students have an opportunity to participate in Colgate off-campus programs.

Post-graduate Planning

Hamilton endeavors to assist its students in their plans for post-graduate study and employment. Upon matriculation each student is assigned to an adviser, who is directly responsible for advising the student on academic matters for his first two years. The adviser will consult with other members of the Board of Advisers, as may be necessary, concerning any academic problems the student faces. During April of his sophomore year the student declares the subject in which he wishes to concentrate; thereafter he becomes the responsibility of the appropriate departmental chairman or his representative. Both the Dean and the Dean of Students may also be consulted in their offices in Root Hall, and each member of the faculty makes himself available for his students to see him individually.

Preparation for the Professions

Since a great many Hamilton men continue in graduate study, proper education for such work is an important aim of the college curriculum. The following brief comments may be helpful to the undergraduate in planning his work in relation to various types of graduate study.

Engineering

To meet the needs of students who wish to combine liberal arts with education in engineering, Hamilton College has entered into cooperative arrangements with the School of Engineering of

Columbia University and with Massachusetts Institute of Technology. Under this arrangement qualified students may plan a combined course of study of which the first three years are spent at Hamilton and the remainder at a cooperating institution. Upon completion of the program, the student will receive a Bachelor of Arts degree from Hamilton and an engineering degree from the cooperating institution. Full details of this cooperative program may be secured from the Director of Admission at Hamilton.

Medicine and Dentistry

Virtually all accredited medical and dental schools require one year of biology, two years of chemistry, including organic chemistry, and one year of physics. Many medical schools also require or recommend one or more years of English, mathematics through calculus, a foreign language, and additional science courses. The student may receive helpful advice from his faculty adviser and the premedical adviser. Ultimately, however, it is the student who is responsible for meeting the requirements of the medical or dental schools of his choice. He should consult their catalogues as early as possible.

Graduate Study in Arts and Sciences

In considering graduate study, an undergraduate will find it helpful to consult as early as possible during his college years with the chairman of the department in which he believes that he will concentrate. For example, a student considering a career in chemistry needs to know what courses will enable him to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful towards graduate work in chemistry. A student considering geology as his concentration should be mindful that the other natural sciences are useful both to the potential concentrator and to the future geologist. A student wishing to concentrate in biology should be aware that mathematics is a useful tool.

In fact, both for the scientist and for the social scientist, particularly the economist, mathematics is most important. Any student planning a career in science or in mathematics should take mathematics at least through analytic geometry and elementary

calculus. Certain types of scientific study will require further study in mathematics.

Any student planning on graduate work should also be certain that he is aware of the foreign language requirements demanded in his subject. Many programs require a reading knowledge of at least one foreign language for the Master's degree and of at least two for the Doctor's degree. For this reason a student should consider whether French, German, Greek, Latin, Russian, or Spanish will be helpful to him.

Whatever his interests may be, a student contemplating graduate work should consult the catalogues of major universities as to the requirements for advanced work. The knowledge so gained will permit him to plan his work, in consultation with the appropriate departmental chairman, in an intelligent way.

Teaching

Hamilton is proud of the number and quality of its graduates who are successful school administrators and teachers. The preparation of teachers is considered by the faculty to be an all-College responsibility. Representatives of each department participate in selecting and advising students and in planning curricula for teacher preparation. An undergraduate who expects to become a teacher should discuss his plans with the Education Department, including his plans for graduate study, and with the representative of the department of concentration as early as possible, in order that he may be guided in selecting those courses that will best prepare him to meet the requirements of his prospective profession. The undergraduate planning to become a public school teacher will usually elect three year-courses in education, including practice teaching, and will probably concentrate in the subject which he expects to teach. The courses in education are designed for students who wish to satisfy the professional requirements for the provisional certificate to teach an academic subject in the State of New York. These courses also satisfy similar requirements in almost all other states.

Business, Law, Government Service

For many careers and professions it is impossible to prescribe any set program—for example, the law, ministry, business administra-

tion, or government service. The best preparation for these is probably well-developed skills in reading, speaking, and writing, a wide choice of courses, and concentration in the area which the student finds most interesting. Students intending to enter a graduate school of business administration are strongly advised to take mathematics at least through elementary calculus.

Career Center

The Hamilton-Kirkland Career Center in Dunham Hall organizes and directs activities concerned with career exploration and job search for the benefit of all Hamilton students. It arranges campus visits by employers as well as career seminars and a program of vocational advice and assistance on the part of alumni. The office maintains an extensive library of reference books and catalogs concerning graduate study in the United States and abroad, as well as information on internships, volunteer programs, summer employment and off-campus academic programs. The Center also aids students in finding part-time employment during the academic year. It maintains a permanent file of credentials of seniors involved in job hunting.

Courses of Instruction

FOR EACH COURSE the numbering indicates its general level and the term in which it is to be offered.

Courses numbered 10–19 are intended for freshmen; 20–29 for sophomores; 30 and above for juniors and seniors. This is not a rigid differentiation.

The term in which the course will be offered is indicated by the letter immediately following the course number: F for Fall Term, W for Winter Term, and S for Spring Term. F, S designates a course offered in both Fall and Spring Terms. The fW notation indicates a course which is offered in the Winter Term for which some early preparation is necessary.

Courses with bracketed numbers will not be offered during 1975–76. Where known, the next time the course will be given is indicated.

One number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses a student may not enter the second term without having taken the first.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated all courses meet for three 50-minute or two 75-minute periods a week.

Kirkland courses referred to in concentration statements or as prerequisites may be found described among the Kirkland listings beginning on page 101.

AMERICAN STUDIES

See page 96

ANTHROPOLOGY

G. D. Jones *(Chairman)* and M. Saltman

A concentration in Anthropology consists of Anthropology K111, 13 (or K113), 35, 49 (or K490), and four other term courses. Courses for the

concentration may be elected from the offerings of either Kirkland or Hamilton College. Students may earn departmental honors through distinguished achievement in their anthropology course work, including Anthropology 50 (or K500).

13F, S Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of non-literate, peasant and complex contemporary societies. (Equivalent to K113.) The Department.

21F Traditional Cultures and Societies of Sub-Saharan Africa. An ethnographic survey of the culture areas of Black Africa with emphasis on traditional political organization, social structure, and religion. Analysis of selected ethnographies to illustrate persistent themes in a wide variety of African cultures, ranging from the hunting band to the divine kingdom. Prerequisite, 13 or consent of instructor. Mr. Saltman.

23S Mesoamerican Societies. Indian and mestizo societies in Mexico and Guatemala. Comparative ethnographic studies; pre-Colombian foundations of Mesoamerican culture; post-Colombian processes of change. Prerequisite, 13 or consent of instructor. (Offered in alternate years.) Mr. Jones.

[25S] Caribbean Societies. The cultural heritage of European settlements in the Caribbean, with an emphasis on the West Indies. Systems of slavery, changing forms of plantation society, adaptations in post-emancipation society. Detailed examination of several contemporary Caribbean societies. Prerequisite, 13. (Next offered 1976–77.)

26S Middle Eastern Societies. Survey of the major cultural groups in the Middle East in terms of their economic, kinship, political, and religious institutions. Ethnic groups in Israel and the problem of the absorption of immigrants from different cultures. Problems in anthropology that relate specifically to the Middle East as an ethnographic area. The Middle East conflict as a cultural problem. Prerequisite, 13. Mr. Saltman.

31S Cultural Dynamics. A broad approach to the study of dynamic processes in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 13. Mr. Jones.

[34] Culture and Religion. A cross-cultural investigation of the components of religious belief, behavior, and organization. The functions of religion in society and culture; myth and ritual; manipulation and supplication of the supernatural. Types of religious systems. The dynamics of religious processes with an emphasis on syncretism, nativism, and social change. Open to sophomores.

35F Social Organization. An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive

comparative analysis of a selection of ethnographies. Recent developments in structural analysis. Prerequisite, 13. Mr. Jones.

36S Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics, theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure, and ideology. Archaeological, historical, and ethnographic methods of analysis. Prerequisite, 35. (Same as K366.) Mr. Jones.

38W-39S Ethnographic Field Methods. During Winter term, intensive training in formulating and carrying out anthropological field research. Preparation of research proposals. During Spring term, supervised independent field projects in nearby rural and urban communities. Analysis of data in final papers. Frequent seminar meetings. Prerequisite, 35. 39 may not be taken as a separate course. Mr. Saltman.

41F The Anthropology of Law. A comparative study of legal systems in different cultures. Problems of definition. Conceptual frameworks of analysis to explain legal problems in a cross-cultural perspective. Natural and Positive Law. Primitive jurisprudence. The analysis of field case studies. Prerequisite, 35. Mr. Saltman.

[49F] Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisite, 35. (Same as K490.) (Next offered 1976–77.)

50F, S Senior Program. A project limited to senior concentrators in Anthropology, resulting in a thesis supervised by a member of the department. Required for departmental Honors. Prerequisite, 49. (Same as K500.)

ART

R. Carter, J. Henry, J. Penney and D. R. E. Wright *(Acting Chairman)*

A concentration in Art consists of eight courses and a senior tutorial so chosen as to provide an integrated program of applied, critical, historical, and theoretical studies. These courses include Art 11-12, and 13 (or Art History K101-102); one course chosen from 26, 27, or 28; either 31-32 or 33-34; and two additional courses in either studio practice or the history of art. During the senior tutorial, 50, the student will prepare either for an exhibition of his own work or for a comprehensive examination.

11F-12S Basic Drawing, Painting, and Sculpture. Discussions and demonstrations of the methods and materials employed by professional artists coordinated with the individual student's work. Nine studio hours a week. Sculpture included in 12 only. 12 may not be taken as a separate course without the consent of the instructor. Mr. Penney.

[13F] Introduction to the History of Art. The role of works of art in the

intellectual history of man. Readings on the broad historical background; class discussion on representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. (Next offered 1976–77.)

21F-22S Advanced Painting and Drawing. Figure, landscape, and still life painting and drawing in various modes. Special projects assigned and individual development encouraged. Nine studio hours a week. Prerequisite, 11-12 or consent of the instructor. Mr. Penney.

24S History of Landscape Architecture. A comprehensive survey of man-made environments from the beginnings of landscape architecture in the ancient Near East to the public parks and parkways of the present; an examination of stylistic trends in landscape architecture as reflections of man's changing conception of his relationship to the material world. Excursions to various sites in the vicinity of Clinton during the latter part of the term. Mr. Wright.

25F Art in the Ancient Near East and Aegean. The art of Egypt, Mesopotamia, Crete, and Greece in relationship to the philosophical, religious, literary, and political concepts of the times. Mr. Wright.

27F Roman Art East and West. The cultural continuity of Roman art through the Republican and Imperial phases, with Early Christian art and the art of the East Roman Empire (Byzantium) seen as an integral part of the development. Mr. Wright.

28S Medieval Art in the West. From the cultural awakening of the Hiberno-Saxon nations in the seventh century through the Carolingian, Ottonian, Romanesque, and Gothic periods. Mr. Wright.

29W The Architecture of Totalitarianism. The character and role of architecture and its relationship to government policy in Germany, Italy, and the Soviet Union between the world wars. Miss Henry.

31F The Italian Renaissance. The stylistic development of Renaissance art in Italy from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Mr. Wright.

32S Studies in Renaissance Art. The intellectual background of the visual arts of the Renaissance, with emphasis on the influence of humanism, philosophy, mythology, and theology in their relationship to artistic theory and practice. Insofar as possible original sources read and discussed. Prerequisite, 31. Mr. Wright.

[33F-34S] European Baroque Art. The generation of the Baroque in Rome, its dissemination throughout Europe, and its Rococo transformation. The Baroque synthesis as a cultural phenomenon in the Age of Expansion. Prerequisite, 13, or Art History K101-102. 34 may not be taken as a separate course. (Next offered 1976–77.)

[35F-36S] Modern Architecture, 1750 to the Present. First semester, the origins of an essentially modern attitude towards architecture during the

late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 36 may not be taken as a separate course. (Next offered 1976–77.)

37F Painting and Sculpture, 1750 to the Present. Analyses of the style, subject matter, and content of particular works of art, and a discussion of their relationship to the intellectual, political, industrial, economic, social, and sexual revolutions of the past two hundred years. Miss Henry.

38S Islamic Art. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, 13, or Art History K101-102. Mr. Carter.

49F, S Seminar in Special Topics. An examination of a single limited area through readings, discussion, and written and oral presentations. Fall term topic, nineteenth century sculpture; spring term topic, architecture and the allied arts from 1750 to the present with special emphasis on interior design, furniture, and other decorative arts. Miss Henry, Mr. Carter.

50S Senior Tutorial. Designed for students prepared to do independent work at an advanced level. Studio concentrators to prepare for a senior exhibition; history concentrators to prepare for a comprehensive examination. Required of seniors concentrating in Art; open to others with consent of the department. Messrs. Carter and Penney.

ASIAN STUDIES

See page 96

BIOLOGY

See Joint Program in the Life Sciences, page 97

CHEMISTRY

L. E. Cratty, D. J. Denney *(Chairman)*, R. B. Kinnel, J. G. Magyar, and L. K. Yourtee

A concentration in Chemistry consists of Chemistry 11 or 15, 16, 23-24, 33-34, and two courses chosen from 37, 38, 41, or 42. These courses covering basic general, organic, and physical chemistry plus two advanced courses treating modern theoretical concepts and experimental techniques in depth, constitute a minimum program in a liberal arts curriculum. Additional work in chemistry and/or physics and mathematics is recommended for students planning graduate work in chemistry. This may include Independent Study in Chemistry. Departmental honors will be determined on the basis of excellence in course work and in an independent project. Hamilton is on the list of institutions whose chemistry programs have been approved by the Committee on Professional Training of the American Chemical Society.

10W Introduction to Chemistry. An introduction to chemical principles with emphasis on application to selected topics of general interest, such as air and water pollution, the chemical role of petroleum in our society, natural and synthetic giant molecules. Not open to students who have had previous work in college chemistry. The Department.

11F General Chemistry. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 11 and 15. Mr. Yourtee.

12S General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 11 or 15. Mr. Yourtee.

13W Ecochemistry. Special topics in the relationship between chemical factors in the environment and human activities. In 1975–76 emphasis on water systems. Student seminars, field projects and laboratory work. Prerequisite, one course in Chemistry or consent of the instructor. Messrs. Cratty and Denney.

15F Chemical Principles. A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 11 and 15. Mr. Cratty.

16S Introductory Physical Chemistry. An introduction to thermodynamics, chemical kinetics, electrochemistry and the chemical bond. The laboratory includes the application of physicochemical principles in quantitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 15 or 12, or 11 and the consent of the instructor. Mr. Cratty.

23F-24S Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 12 or 16. 24 may not be taken as a separate course. Mr. Magyar.

33F-34S Physical Chemistry. A study of the laws governing the behavior of physicochemical systems and the theories and models proposed to explain them. Three hours of class and three hours of laboratory. Prerequisites, 16, Physics 11-12 or 13-14, and Mathematics 21 (or 14 or 15 and consent of the instructor). 34 may not be taken as a separate course. Mr. Denney.

33aF-34aS Same course as 33-34 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Denney.

37F Chemistry of Natural Products. The structure, synthesis and

biosynthesis of natural products. Examples drawn from terpenes, steroids, acetogens, alkaloids, fungal metabolites and polycyclic pyrrole pigments. The laboratory involves the isolation, identification and synthesis of naturally occurring substances. Three hours of class and three hours of laboratory. Prerequisite, 23-24. Mr. Magyar.

37aF Same course as 37 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Magyar.

38S Physical Organic Chemistry. An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory involves advanced organic synthetic methods. Three hours of class and three hours of laboratory. Prerequisites, 23-24 and 16. Messrs. Kinnel and Magyar.

41F Chemical Instrumentation. A study of the principles of instrumentation and their application to the characterization of chemical systems. Two hours of class and four hours of laboratory. Prerequisite, 33-34. Mr. Denney.

42S Inorganic Chemistry. A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 33-34. 34 may be taken concurrently. Mr. Cratty.

42aS Same course as 42 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Cratty.

CLASSICS

J. S. A. Cunningham *(Chairman)* and V. M. Warrior

The Department of Classics offers three concentrations. A concentration in Greek consists of eight courses of which one should be in Classical Civilization; a concentration in Latin, of eight courses of which one should be in Classical Civilization; and a concentration in Classics, of not fewer than five courses in Greek, not fewer than five in Latin, plus two courses in Classical Civilization. Candidates seeking Departmental Honors are required to take Classical Civilization 50S (Senior Seminar).

Greek

11F Elementary Greek. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Miss Warrior.

12S Elementary Greek. Further introductory work in syntax. Reading and translation of easy passages from various prose authors. Prerequisite, 11. Miss Warrior.

21F Intermediate Greek. Selections from Homer's *Iliad* or *Odyssey.*

Introduction to the history of Greek literature. Prerequisite, 12. Miss Warrior.

31F Greek History. Thucydides, *The Peloponnesian War,* and other later writers. Prerequisite, 21. (Offered every third year.) Miss Warrior.

32S Greek History. Herodotus, *The Persian War.* Discussion of the development of historical writing in Greece. Prerequisite, 21. (Offered every third year.) Miss Warrior.

[33F] Greek Philosophy: Pre-Socratics and Plato. Readings in pre-Socratic philosophy and selected Platonic dialogues. Studies in the development of philosophical enquiry in Greece. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[34S] Greek Philosophy: Aristotle and Later Philosophy. Selections from Aristotle, *Nicomachean Ethics.* Collateral readings in other works of Aristotle in translation. Reference to Stoic and Epicurean developments. Questions of Aristotle's relation to Plato's Academy and his influence on later Greek thinkers. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[35F] Greek Drama: Tragedy. Study of the Greek texts of such tragedies as Aeschylus, *Agamemnon,* and Sophocles, *Oedipus Tyrannus.* Collateral reading of other plays in translation. Comparison of modern dramatists' handling of classical themes. Prerequisite, 21. (Offered every third year; next offered 1977–78.)

[36S] Greek Drama: Comedy. Study of Aristophanic comedy, including *Clouds* and *Wasps,* in terms of literary genre and as commentary on contemporary Greek society. Prerequisite, 21. (Offered every third year; next offered 1977–78.)

Latin

11F Elementary Latin. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Mr. Cunningham.

12S Elementary Latin. Further introductory work in syntax. Reading and translation from various prose authors. Prerequisite, 11. Mr. Cunningham.

21F Intermediate Latin. Selections from Catullus and Ovid. Introduction to the history of Latin literature. Prerequisite, 12. Mr. Cunningham.

[31F] Roman Philosophy. Selections from Lucretius, *De Rerum Natura,* and Cicero, *De Officiis,* to be studied as illustrations of Roman Epicureanism and Stoicism. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[32S] Roman Satire. Satire as a uniquely Roman literary genre using selections from Juvenal and Horace. Influence on subsequent literature. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[33F] Roman Epic. Studies in development of the epic as a literary genre in Rome and the transmission of this tradition to the West, using selections from Virgil, *Aeneid,* and Lucan, *Pharsalia*. Prerequisite, 21. (Offered every third year; next offered 1977–78.)

[34S] Roman History. Studies in the historiography of Rome, with readings from Livy, *Ab Urbe Condita,* and Tacitus, *Annales*. Prerequisite, 21. (Offered every third year; next offered 1977–78.)

35F Roman Drama. Readings from Plautus, *Menaechmi,* and Seneca, *Medea*. Collateral reading of other plays in translation. Relation of Roman drama to Greek models. Prerequisite, 21. (Offered every third year.) Mr. Cunningham.

36S Roman Rhetoric. Emphasis on pervasive role of rhetoric in education and literature of Rome using Cicero, *Brutus,* Tacitus, *Dialogus* and selections from Quintilian, *Institutio Oratoria*. Prerequisite, 21. (Offered every third year.) Mr. Cunningham.

Classical Civilization

13F Aspects of Greek Society. Emphasis on the social structure of Greece with special reference to the position of women and slaves. Ancient sources studied: Homer, Greek Tragedians, Attic Orators and Historians. Miss Warrior.

14S Greece in the 5th Century. An examination of the political, artistic, literary and philosophic aspects. Evidence of archaeology and epigraphy. (Offered in alternate years.) Miss Warrior.

[21S] Age of the Homeric Poems. A study of the *Iliad* and *Odyssey,* the Homeric problem, the evidence to substantiate the existence of the "Homeric World" and the place of the Homeric poems in the subsequent Greek and Roman civilization. Open to sophomores. (Next offered 1976–77.)

[32F] Roman Republic. Lectures and discussions; readings and assigned papers. The nature of Roman society in the period 225-44 B.C. with special consideration paid to the practice of politics; the rise of political factions; economic and financial arrangements with special reference to the emergence of an organized class of enterpreneurs, the *Ordo Equester.* Stoicism and Epicureanism in Rome. Open to juniors. (Next offered 1976–77.)

34F The Ancient Historians and Their Theories of History. Readings in Herodotus, Thucydides, Livy, and Tacitus and the biographers Plutarch and Suetonius. Lectures on the development of historiography, its relationship to philosophy, politics, literature and science, and the problem of fact and interpretation. Open to juniors. Mr. Cunningham.

35S Roman Law and Constitutional History. Introduction to Roman Law primarily from the period of the Roman Empire from Augustus to

Justinian. Special attention to constitutional developments. Open to juniors. (Offered in alternate years.) Mr. Cunningham.

[43S] Problems in Roman Imperial History. Topics including the role of the army in the state, questions of administration and social organization (e.g., progressive stratification of Roman life), religious-philosophical developments. Open to juniors. (Next offered 1976–77.)

50S Senior Seminar. Limited to senior concentrators. Topics for the individual student. Mr. Cunningham.

ECONOMICS

J. M. Falvey, D. C. Jones *(Acting Chairman)*, G. Lubega, D. C. Mead, and S. Wertimer

A concentration in Economics consists of 10-11, 21, 31, 32, and three additional courses. Students concentrating in Economics are encouraged to take intermediate micro- and macro-theory as well as statistics before the senior year so that they may apply these theoretical tools in upper-level courses. For students planning graduate work in economics, differential and integral calculus, linear algebra, and computer programming are recommended. Students earn departmental honors for distinctive achievement in economics course work, subject to college standards and departmental review.

10F-11S Introduction to Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Market processes, national income determination, money, models of the firm, and international trade. Selected applications. Emphasis on macroeconomics in 10 and on microeconomics in 11. The Department.

15F Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. Theories of labor movements and an examination of the American labor movement from a comparative perspective. Special attention to contemporary problems such as strikes in the public sector. Mr. Jones.

16W Economics of Pollution. An analysis of the general economic problems of pollution and the relationship of pollution to common property as the primary cause of failure of market mechanisms. A critical survey of the tools available to the policy maker to correct for market failure. Mr. Falvey.

20S The Political Economy of American Poverty. Historical and institutional causes of poverty in an affluent society with special reference to the poor of African ethnic origin. Evaluation of liberal reforms, riots, forced income distribution, revolutionary change, and Black capitalism,

in an attempt to find alternatives for the future. Prerequisite, 10-11. Ms. Lubega.

21F Applied Statistics. An introductory discussion of statistical techniques used in the analysis of business and economic data. Descriptive statistics, probability theory, statistical inference, regression, and correlation. Laboratory work. Prerequisite, 10-11. (Credit will not be granted for both Economics 21 and Mathematics 23 or Psychology 21.) Mr. Mead.

[22S] Methods of Quantitative Research. A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisite, 21. (Next offered 1976–77.)

23F Accounting. An elementary study of how the financial transactions of a business firm are usefully classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Mr. Wertimer.

24S Corporation Finance. Forms of business organization with predominant emphasis on the modern corporation, its nature and financial problems. A required one-day field trip to New York City. Mr. Falvey.

25S Industrial Organization and Public Control of Business. The structure, conduct and performance of American industry; the application and interpretation of the anit-trust laws; detailed study of selected current problems of intervention. Prerequisite, 10-11. Mr. Falvey.

[27S] Comparative Economic Systems. Comparisons between market and planned systems, with special reference to managed capitalism and democratic socialism. Selected topics and current issues. Prerequisite, 10-11.

28F Economic Modernization in Africa. Historical and institutional causes of African underdevelopment rooted in the slave trade and the colonial division of labor. Analysis of the present state of African underdevelopment. Evaluation of economic theories and policies applied to African economies in the 1960's, with case studies. Alternative paths for future development illustrated with new experiments from a few African countries. Prerequisite, 10-11. Ms. Lubega.

[29] European Economic History. Economic history of Europe from 1000 A.D. to the twentieth century. The medieval and early modern economies, Marxist and non-Marxist explanations of the industrial revolution, the characteristics and consequences of industrialization in Britain, Germany and France, the relative decline of Britain, the depression of the 1930's. Prerequisite, 10-11. Open to sophomores.

30W Approaches to Political Economy. An examination of methodologies used by economists including neo-classical, institutional and Marxist. Application to problems including growth, education, the capital controversy and the role of the state. The writings of Veblen,

Friedman, Samuelson, Galbraith, and the 'New Left.' Prerequisite, 10-11. Mr. Jones.

31F Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 10-11. Mr. Jones.

32S Microeconomic Theory. Applications of supply and demand analysis. Theory of consumer behavior. Theories of the firm and market structures. Theory of resource pricing and allocation. General equilibrium. Prerequisite, 10-11. Ms. Lubega.

33F International Economics. The theoretical basis of international trade and the relationship between trade and the national economy. Tariffs, customs unions, exchange rates, international monetary problems and the mechanisms of adjustment. Prerequisite, 10-11. Ms. Lubega.

34S Economic Development. Principal issues of economic growth and development in low-income countries. Growth models. Historical theories of growth. The role of trade. Development planning and investment allocation criteria. Prerequisite, 10-11. Ms. Lubega.

35F Money and Banking. The monetary aspects of the modern economy, with special reference to the organization of banking in the United States and to the theory of money. A required one-day field trip to New York City. Prerequisite, 10-11. Mr. Falvey.

36S Public Finance. A study of government spending, taxing and borrowing, with emphasis upon their economic effects. Prerequisite, 10-11. Mr. Mead.

37F Economic Analysis of Urban Areas. The location, size and growth of cities. The theory of income distribution applied to urban Black poverty. Location theory and the spatial distribution of activity within the city. Analyses of selected urban problems and proposed solutions. Prerequisite, 10-11. Mr. Mead.

[38] The Chinese Economy. Historical, institutional, and topical study of the Chinese economy, concentrating on the period after 1949. Problems of population and resource base, alternative approaches to development, Chinese agriculture and industry, price formation and planning, trade and distribution, foreign trade and aid, communes, current themes and models, some writings by Mao Tse-tung. Prerequisite, 10-11.

39S Labor Economics. An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 10-11. Mr. Jones.

40W Survey of Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the

means by which they may be solved. Emphasis on theory rather than description. (Not open to those who have taken 10.) Open to juniors. Mr. Mead.

[42S] History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 10-11. (Next offered 1976–77.)

EDUCATION

S. Hughes and J. F. Hunt *(Chairman)*

Students preparing to be teachers should concentrate in an appropriate teaching field. The teacher-training program of the department has been approved by the New York State Department of Education. Satisfactory completion of the following requirements will result in recommendation to the Department of Education that a certificate be issued: (1) completion of requirements for the baccalaureate degree; (2) academic preparation in a teaching field—English, foreign languages, mathematics, social studies, science; (3) four courses in the professional study of Education from among Education 21, 22, 31, 32, or 33; and (4) a college-supervised student teaching experience by enrollment in Education 34. Holders of New York State Certificates to Teach meet the requirements for provisional or initial teaching certificates in almost all other states.

21F, 22S Foundations of Education. First term: Historical, Philosophical. Second term: Sociological, Comparative. An historical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of contemporary controversial issues. Education 22 is a continuation of 21, but may be elected separately. Mr. Hunt.

31F, S Educational Psychology. The psychological basis of educational theory and practice; the study of the psychology of adolescence, with special emphasis on the learning problems of adolescents in school; the theory of educational measurements and evaluation; elementary statistical methods. Mr. Hunt.

32F, fW, [S] Special Methods. Intensive and independent study by each member of the class of the problems in teaching his particular subject or subjects. Examination of classroom leadership, motivation, testing, discipline, teacher-pupil relationships, materials of instruction. Prerequisite, one course in Education or consent of the instructor. (32F offered each year; 32fW alternates with 32S; 32S next offered 1976–77.) Mr. Hunt.

33 & 34F, S Secondary School Methods and Materials; Observation and Student Teaching. A detailed study of general secondary school methods, materials, and classroom techniques. Assignment to a nearby

secondary school for ten weeks at the beginning of the term to observe experienced teachers, to teach under their supervision, and to participate in the school-community life. Half-time attendance at the school during the school day, and conferences with the instructor, the supervising and cooperating teachers, and other student teachers required. Seminars during the remainder of the term to discuss theoretical and practical aspects of lesson planning, evaluation, teaching technologies, teacher-community relationships, teacher-student relationships, and teacher organizations. Enrollment limited. Education 33 and 34 are taken concurrently. Prerequisite, one course in education, recommendation of department of student's area of teaching, and consent of instructor. Mr. Hunt and Ms. Hughes.

ENGLISH

E. B. Barrett, A. Briggs *(Chairman)*, J. S. Gordon,
B. F. Kaufmann, D. N. Lindley, I. Marki, J. H. O'Neill,
D. E. Rigsbee, F. H. Roth, A. L. Stoller, and F. R. Wagner

A concentration in English consists of eight courses in English and American literature, including 14 (or K140) and three other courses in literature before 1800. These latter should ordinarily be elected before the courses in literature after 1800. Students who meet the minimum requirements for Honors (see page 00) may elect to take a written and oral comprehensive examination in English late in their senior year; if they earn a grade of B+ or better on the examination, they will receive departmental Honors.

10W The London Theater. Study of the current theatrical scene in London through attendance at a broad selection of productions and through discussions, lectures, and critical writing periodically evaluated. Applicable towards a concentration in Theater and Drama but not towards one in English. Extra cost. Mr. Barrett.

11F-12W, S Introductory College English. Instruction in writing through discussions, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in modern and ancient literature, with emphasis in 12 on epic and dramatic work translated from Greek and Latin. Enrollment in 12W limited to two sections of 12 each. Open only to Hamilton freshmen and sophomores. The Department.

14F, S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Essays required. Prerequisite, 11 with a grade of C minus, or its equivalent. (Same as Kirkland Literature 140.) The Department.

15W Modern British Drama. An historical survey from 1890 to the present, including works by Wilde, Shaw, Yeats, Synge, O'Casey, Eliot,

and Pinter. Prerequisite, 14. Enrollment limited to 20. Mr. Wagner.

16W The Plays of Christopher Marlowe. A close reading of the plays, with some attention to Marlowe's other works. Prerequisite, 14. Open to sophomores. Mr. Rigsbee.

17W The Divine Comedy. A study of Dante's *Divine Comedy* (in the Ciardi translation), with emphasis on the intellectual background of the work. May not be taken as part of the concentration in English. Prerequisite, 14. Mr. Kaufmann.

18W The Discontented Woman in Nineteenth Century Fiction. Problems of women in the nineteenth century as perceived through representative novels of the period. Readings in works by such authors as Austen, Flaubert, Chopin, James, and Dreiser. Prerequisite, 14. Ms. Stoller.

20S The Eighteenth Century Novel. An examination of the growth of the novel in the eighteenth century. Readings in works by such authors as Defoe, Richardson, Fielding, Smollett, Sterne, Burney, and Austen. Prerequisite, 14. Ms. Stoller.

22S Poetry and the Novel Since 1800. Study of main trends in nineteenth century and early twentieth century poetry and the novel through analysis of representative works by Wordsworth, Shelley, Byron, Dickens, Thackeray, Meredith, and Joyce. Prerequisite, 14. Not open to seniors. Mr. Gordon.

23S The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M. G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, and Faulkner. Prerequisite, 14. Not open to seniors. Mr. Briggs.

25F Restoration and Eighteenth Century Drama. Works by representative playwrights from Dryden and Congreve to Goldsmith and Sheridan. Prerequisite, 14. Mr. Wagner.

26F Introduction to the Reading of Poetic Texts. The study of the relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 14. Mr. Marki.

27F Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 14. (Offered in alternate years.) Mr. Kaufmann.

28S Chaucer. Reading of *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 14. Mr. Kaufmann.

[29F] Middle English Literature, 1300–1500. Chaucer's contemporaries and followers, including *Sir Gawain and the Green Knight, Piers*

Plowman, Kingis Quair, Henryson's *Testament of Cresseid,* and Malory's *Morte D'Arthur.* Examining a wide range of medieval genres: romance, dream vision, love allegory, lyric, and drama. Prerequisite, 14. (Next offered 1976–77.)

30S Milton. Reading of all the major poems, including *Comus, Paradise Regained, Samson Agonistes,* and an intensive study of *Paradise Lost.* Particular attention to the ways Milton modifies previous literary forms. Prerequisite, 14. Open to sophomores. Mr. Roth.

31F Nineteenth Century American Literature. The study of representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 14. Open to sophomores. Mr. Marki.

32S Twentieth Century American Literature. Readings in poetry and fiction written primarily during the first half of the century. Special attention paid to works by James, Hemingway, Faulkner, Pound, Frost, T. S. Eliot, and Stevens. Prerequisite, 14. Open to sophomores. Mr. Wagner.

33F The Early Renaissance. Study of developments in sixteenth century poetry, prose, and drama and their interconnections. Concentration on the works of Spenser, Sidney, Shakespeare, and Marlowe, as well as an intensive study of the first book of *The Faerie Queene.* Prerequisite, 14. Open to sophomores. Mr. Roth.

34S The Late Renaissance. Readings of representative works in poetry, prose, and drama of the seventeenth century before 1660. Major emphasis on Donne, Jonson, Herbert, Marvell, and Sir Thomas Browne. Prerequisite, 14. Open to sophomores. Mr. Roth.

35F English Literature: 1660–1744. A study of major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 14. Open to sophomores. Mr. O'Neill.

[36S] English Literature: 1745–1800. A study of major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Richardson, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 14. Open to sophomores. (Next offered 1976–77.)

37F English Romantic Poetry. Study of the art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 14. Open to sophomores. Mr. Lindley.

38S English Victorian Literature. Study of representative works of important literary artists of the Victorian period, including Carlyle, Tennyson, Dickens, Browning, George Eliot, and Arnold. Prerequisite, 14. Open to sophomores. Mr. Lindley.

39F-40S Twentieth Century British Literature. Readings in English and Irish literature from the turn of the century to the present with particular attention to the works of Yeats, Conrad, Joyce, Lawrence, and

T. S. Eliot. Prerequisite, 14. 40 may not be taken as a separate course. Open to juniors. Mr. Briggs.

41F Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 11 or its equivalent. Enrollment limited to two sections of 12 each. Open to juniors. Messrs. Lindley and O'Neill.

42S The Writing of Fiction. A workshop approach to writing fiction. Student work to be submitted regularly for criticism from the class and the instructor. Prerequisite, 11 or its equivalent, and the consent of the instructor. Mr. Rigsbee.

43F-44S Elizabethan and Jacobean Drama. Readings in English plays from the beginnings, to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 14. 44 may not be taken as a separate course. Open to juniors. Mr. Barrett.

45F Studies in American Authors. In 1975–76, the study of William Faulkner and his Southern contemporaries (Flannery O'Connor, Robert Penn Warren, Eudora Welty, Katherine Anne Porter). In 1976–77, the study of Melville and Whitman. Prerequisite, 14. Open to sophomores. Mr. Wagner.

46S Studies in American Drama, Fiction, and Poetry. In 1975–76, readings in twentieth century poetry: Pound, W. C. Williams, Roethke, Lowell, Ginsberg, Creeley. In 1976–77, an historical survey of American drama, with emphasis on O'Neill, Tennessee Williams, Miller, and Albee. Prerequisite, 14. Open to sophomores. Mr. Marki.

48F The Writing of Poetry. A workshop approach to writing poetry. Student poems to be submitted regularly for criticism from the class and the instructor. Prerequisite, 11 or its equivalent, and the consent of the instructor. Mr. Rigsbee.

49S Criticism. Selected readings in literary theory with emphasis on critics of this century. A long essay showing the student's progress in developing his own critical methods required. Individual and group consultation. Prerequisite, 14. Open to seniors, and to others with consent of the instructor. Mr. Marki.

ENVIRONMENTAL STUDIES

L. R. McManus and D. B. Potter

[12S] Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, non-metals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. (Next offered 1976–77.)

29F Man and the Environment. A consideration of the ecological problems of modern man. The application of ecological principles and con-

cepts in the study of man's deteriorating environment. Open to sophomores. Mr. McManus.

FOREIGN LANGUAGES

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages including at least two 20-level courses in each and two courses numbered 30 or higher.

GEOLOGY

D. Hawley, D. B. Potter *(Chairman)*, and R. Raymond

A concentration in Geology consists of 11, 12, 50 and seven other courses. With permission of the department the student may substitute two courses from among biology (life sciences), chemistry, mathematics, or physics. Students considering a concentration in Geology are strongly urged to take 11 and 12 in their freshman year.

11F Principles of Geology. An introduction to the nature and origin of minerals, rocks, structures, landforms, and the geologic time scale leading to the study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or local field exercise. All-day field trip. Mr. Potter.

12S Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises. All-day field trip. Prerequisite, 11. Mr. Raymond.

21F Geomorphology. The study of the origin of landforms, and their relation to rock type, structure, erosional and depositional process, and to climate. Field and classroom study of environmental problems as these relate to landforms and to geomorphic processes. The principles to be illustrated by topographic maps and airphoto interpretation of areas from the various physiographic provinces of North America. Three hours of class and three hours of laboratory or field study, with one extended field trip. Prerequisite, 11. Mr. Hawley.

[23F-24S] Structural and Field Geology. A study of primary and tectonic rock structures, and the principles of deformation of the earth's crust. Study of field methods and their application in geologic surveying. Three hours of class and three hours of laboratory or field exercises, plus at least two weekend field trips. Prerequisite, 12. (Alternates with 33, 34. Next offered 1976–77.)

[25F] Mineralogy. Introduction to crystallography, crystal chemistry, and the origin of minerals. Identification of minerals by physical, spectrochemical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trips. Prerequisite, previous or concur-

rent election of Chemistry 11-12 or consent of instructor. (Alternates with 31. Next offered 1976–77.)

[26S] Mineralogy. Introduction to silicates and other rock-forming minerals. Theory and techniques of optical mineralogy. Three hours of class and three hours of laboratory. Field trip to Ontario. Forms a continuum with 25, but may be elected without 25 with consent of instructor. Prerequisite, previous or concurrent election of Chemistry 11-12 or consent of instructor. (Alternates with 32. Next offered 1976–77.)

28S Glacial Geology. Origins of glacial climates, nature and movement of glaciers, glacial erosion and deposition. Three hours of class and three hours of laboratory or field study. Prerequisite, 11. (Alternates with Env. St. 12.) Mr. Potter.

31F Igneous Petrology. A study of the chemistry, mineralogy and origin of igneous rocks in the light of experimental data and field occurrence. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 26 or 11 and consent of instructor. (Alternates with 25.) Mr. Potter.

32S Sedimentary and Metamorphic Petrology. The chemistry, mineralogy, and origin of sedimentary and metamorphic rocks in the light of experimental data and field occurrence. Meetings and prerequisites same as 31. Weekend field trip to New England. May be elected without 31. (Alternates with 26.) Mr. Potter.

33F Stratigraphy and Sedimentation. The principles of stratigraphy and interpretation of environments of deposition, and paleogeography, developed from class, field, and laboratory study of sedimentary rocks. Three class periods and a field or laboratory exercise each week. One extended field trip to the Hudson Valley region. Prerequisite, 12. (Alternates with 23.) Mr. Hawley.

34S Invertebrate Paleontology and Biostratigraphy. The classification, evolutionary relationships, and history of invertebrate fossils. Field study of fossils and the rocks in which they are found, as indicators of depositional environments and geologic age. Three class periods and a field or laboratory exercise each week. Prerequisite, 12. 33 is strongly recommended. (Alternates with 24.) Mr. Raymond.

35W Field Mapping, West Texas. Introduction to principles and practice of geologic mapping using aerial photographs as base map. Headquarters at Sul Ross State University, Alpine, Texas, and daily travel to structurally complex field area in Marathon Basin; inclusion of igneous problem if time and weather permit. Extra cost. Minimum enrollment 5; maximum 12. Prerequisite, 11. (Alternates with 36W.) Mr. Potter.

[36W] Field Study in West Texas and Southern New Mexico. A study of regional geology, with emphasis on field evidence for, and interpretation of, geologic history; economic geology (especially petroleum), arid geomorphology, and development of karst topography (Carlsbad

Caverns). Occasional camping. Extra cost. Minimum enrollment 5; maximum, 12. Prerequisite, 11. (Alternates with 35W. Next offered 1976–77.)

50S Senior Seminar. Study and group discussion of topics related to the nature and evolution of the earth, including seismic evidence for internal structure, gravity and isostasy, heat flow, paleomagnetism, structures of the ocean basins and continents, plate tectonics. Other topics selected by students. Student presentations required at each weekly meeting. Prerequisite, 11 and 12, and either 23-24 or 31 and 32, or consent of Department. The Department.

GERMAN

R. M. Browning, T. E. Colby, O. K. Liedke *(Acting Chairman)*, and S. S. Weiss

A concentration in German consists of eight courses numbered 13 or higher but including 21 and 50. Work in German may lead to either of two concentrations, one in Foreign Languages (see page 64) or in German proper as described above.

11F-12S German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading and writing. Four hours of class and laboratory work. The Department.

[11 & 12] Intensive Course for Beginners. Covers the work of two normal terms of introductory German in one term. Eight hours of class plus laboratory. Carries two courses' credits.

13F, S Introductory German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 12. Mr. Browning, Ms. Weiss.

15S Practice in Translation. Group exercises on passages selected from various fields, individual projects chosen by students. Prerequisite, 13. Mr. Browning.

21F, 22S Introduction to Literature. Study of major writers and literary movements viewed against their respective social and political backgrounds. Approximate coverage: 21, medieval poets to Goethe *(Urfaust)*; 22, romantic writers to Thomas Mann. Prerequisite, 13. Ms. Weiss.

23F-24S Conversation and Composition. Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 13. (24 may be taken as a separate course only with the permission of the Department.) Mr. Liedke.

32F The German Drama of the Nineteenth and Twentieth Centuries. Reading and analysis of important works of the German stage. Discussion in oral and written form. Prerequisite, 13. Mr. Liedke

33W The German Theater. Study of major and minor dramatic genres with emphasis on theatrical production as a determinant of style and form. Production of several short-form plays chosen from, among others, *Hörspiele, Einakter,* and *Fastnachtspiele.* Prerequisite, 13. Ms. Weiss.

[34] The Nobel Laureates of German Literature. The works of Heinrich Böll, Gerhart Hauptmann, Hermann Hesse, Thomas Mann and Nelly Sachs evaluated in comparison with those of other prominent contemporaries such as Franz Kafka, R. M. Rilke, and Heinrich Mann. Prerequisite, 21.

[35] German Non-fiction. Study of literary aspects of the writings of German philosophers, historians, scientists and journalists. Selected writings by such figures as Kant, Nietzsche, Ranke, Burkhardt, Ricarda Huch, von Frisch and Konrad Lorenz. Prerequisite, 21. (Next offered 1976–77.)

36S German Reformation and Baroque Literature. Readings selected from among such authors as Luther, Hutten, Hans Sachs, Grimmelshausen, Reuter and the 17th Century poets, with particular emphasis on the development of German as a literary medium. Prerequisite, 21. Mr. Browning.

[40] German Romanticism. Study of the origins, literary expressions, and impact of the Romantic Movement in Germany. Prerequisite, 21. (Next offered 1976–77.)

41F Goethe. Readings from Goethe's works with particular attention to *Faust, Werther,* and the lyric poetry. Prerequisite, 21. Mr. Browning.

[43] German Poetry. Critical study and interpretation of German poetry. Prerequisite, 21. (Next offered 1976–77.)

44S Contemporary German Literature. Readings in the literature of Austria, Germany and Switzerland and in the works of the writers in exile since World War II. Prerequisite, 21. Mr. Liedke.

50F, S Senior Program. Study of a major topic of German literature or criticism. Open to seniors and required of concentrators. Prerequisite, 21. Ms. Weiss.

German Literature in Translation

[16S] Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the 13th to the 19th century. (Next offered 1976–77.)

GOVERNMENT

S. Frantzich, J. Kessler, R. W. Kweit, E. Lewis,
C. B. Richardson *(Chairman)*, L. G. Rockwell, and R. P. Suttmeier

A concentration in Government consists of eight courses of which six

must be at the 20-level or higher, including 29, which must be completed by the end of the junior year. The Term in Washington Program offers students the opportunity to combine regular academic study with the experience and understanding which can be gained only by working in Congressional and executive offices.

10W Political Corruption. A theoretical analysis of corruption. The study of corruption as an introduction to political analysis. The meaning of corruption; corruption as a problem of political development; corruption as a pathological condition; functional aspects of corruption. Not open to Juniors and Seniors without the consent of instructor. Enrollment limited to 20. Mr. Suttmeier.

12F Comparative Politics. An introduction to foreign political systems, approaches used in the comparative study of governments and politics. Political parties and interest groups, political elites, policy-making, policy implementation, political culture and political development and change discussed in the context of an examination of selected Western and non-Western political systems. (Same as K112S.) Mr. Suttmeier.

14F, S International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, propaganda; limited and total war; foreign policies and conflicts of the Great Powers; U. N. system. Analysis of selected problems. Search for patterns in international affairs. Mr. Richardson.

16F, S The American Political Process. Introduction to American national institutions: the Congress, the Presidency, the Courts and bureaucracy. Topics considered include: political culture, behavior; the role of elites and social class. (Same as K116F, S.) Mr. Frantzich, Mr. Kweit.

18F Political Theory. Themes in Western political theory from Plato through the eighteenth century as reflected in the writings of influential political philosophers. Mr. Kessler.

19S Recent Political Theory. Main themes of political theories and ideologies from about 1800 to the present. Variations of democratic theory as found in various recent writers; theories of collectivism and totalitarianism. Mr. Rockwell.

21W Balance Sheet on Viet Nam. The meaning of the Viet Nam episode for American foreign policy, American politics and American society. The relationships between the President and the Senate, the role of public opinion and the influence of the military-industrial complex, relationships with the post-colonial world, and with the United Nations. Enrollment limited to 20. Mr. Richardson.

[22S] The Executive Process. An analysis of the recruitment and behavior of Chief Executives and their staffs on all levels of government with primary emphasis on the U.S. Presidency. Special attention to an analysis of the role and power of the Chief Executive and his relation-

ships with the other branches of government. (Next offered 1976–77.)

[23] American Parties and Policies. The political party as the primary linkage between Americans and their political system. Examination of the parties' performance of this function and current problems of party structure, reform and finance. Field research into state and local parties. Prerequisite, 16 or consent of the instructor. (Same as K223.) (Next offered 1976–77.)

24F The Politics of Sub-Saharan Africa. Case studies based on individual research. Emphasis on colonial regimes, political modernization, African socialism, Pan-Africanism, apartheid, role of the military. Great Power and U. N. interests in Africa. Prerequisite, 12 or 14. Mr. Richardson.

25F The National Policy Process. Analyses of some critical problems such as environment, education, the economy, defense, human rights, welfare, foreign policy, structural change and budgeting and how they become part of the governmental agenda. Prerequisite, 16. Mr. Frantzich.

26S Asian Politics. Introduction to the government and politics of China and Japan: political traditions, political cultures, parties, elites, institutions and international postures. Prerequisite, 12 or consent of instructor. Mr. Suttmeier.

28S The Legislative Process. An examination of Congress as a representational body, policy maker, educational forum and oversight agency. Consideration of the relationships between Congress and the executive, interest groups, the political parties, and the public. Prerequisite, 16 or consent of the instructor. Mr. Frantzich.

29F, S The Scope and Methods of Political Science. Introduction to the philosophical and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite, two courses in Government. (Same as K229.) Mr. Suttmeier.

30W The Anglo-American Legal System. A study of the development, major characteristics, and problems of the Anglo-American legal system. Enrollment limited to 15. Mr. Rockwell.

31F Organization Theory. Study of organizational phenomena such as decision-making, hierarchy, specialization and decentralization with special reference to the American political system. Open to Juniors. Mr. Lewis.

[32F] Constitutional and Political Framework for Foreign Policy. Emphasis on roles played in decision-making by the President, Departments of State and Defense, public opinion, the Foreign Service. Selected case studies: Cuba, Viet Nam, arms control, Middle East, detente, aid programs. Prerequisite, two courses in Government, History or Economics. (Next offered 1976–77.)

33F American Constitutional Development. Development of the constitution through judicial interpretation. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to Juniors. Prerequisite, two courses in any combination in American Government or American History. Mr. Kessler.

34S The Constitution and Individual Rights. Recent constitutional interpretation by the Supreme Court in the realm of civil liberties: freedom of expression, church-state issues, due process of law in criminal procedures, equal protection of the laws, voting and representation. Discussion of the role of the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two courses in American Government or American History. Mr. Rockwell.

35F-36S Politics in Urban Areas. The structure and function of urban political systems in the United States. 36 may not be taken as a separate course. Prerequisite, 16 and one other course in Government. (Same as K335-336.) Messrs. Bacheller and Kweit.

37S The Electoral Process. Examination of political campaigning. Emphasis on voting behavior, polling and demographic research. Campaign strategy, planning and organization considered. Prerequisite, 16 or consent of the instructor. (Offered in alternate years.) Mr. Frantzich.

38S Science, Technology, and Public Policy. Comparison of the scientific and the political realms; evolution of science-government relations; politics of science; policy for science and technology; influence of science and technology on policy. Focus on the United States with comparisons to Western Europe, the Soviet Union, China and the other low-income countries. Open to sophomores. Mr. Suttmeier.

[39] International Law. Sources, institutions and enforcement of international law. The search for effective legal standards via the World Court, arbitration and the pacific settlement of disputes. Law of treaties, war and international legal protection of human rights. Prerequisite, two courses in Economics, Government or History. (Next offered 1976–77.)

40F Religion and Modern Political Thought. The attack on traditional religion and traditional conceptions of church-state relations in modern political theory. Toleration; political religion; religion in American political thought; the role of religion in democracy. Study of Hobbes, Locke, Rousseau, Montesquieu, Jefferson, Tocqueville, Lincoln and contemporary Americans. Open to juniors. Mr. Kessler.

43S Public Policy Analysis. Conceptual approach to understanding and evaluating public policy. Emphasis on political economy, public choice models, decision-making, power, values and their role in shaping and evaluating policy alternatives. Prerequisites, 16 and one other course in Government and one in Economics, or consent of instructor. Mr. Kweit.

44S Problems in International Politics. An inquiry into the capacity of the international system to adapt successfully to new demands and problems posed for it by poverty, famine, commodity cartels, resource depletion, arms sales, war, and multi-national corporations. Emphasis on public and private international organizations. Prerequisite, 14. Mr. Richardson.

45F Chinese Politics. Advanced analysis of the Chinese political system: ideology, party, army, government. Problems of political and social change. Prerequisite, one course in comparative government beyond 12, or consent of instructor. Mr. Suttmeier.

49F-50S Topics in Politics. Individual research project selected spring of the Junior year by the student with the approval of a faculty sponsor and supervised by him. Culminates in senior thesis. Required for departmental Honors. Open only to senior concentrators. The Department.

Term in Washington. Director, Mr. Kweit. See page 42.

HISTORY

B. W. Beltman, D. M. Ellis, E. B. Lee *(Acting Chairman)*, D. R. Millar, L. S. Richman, O. Subtelny, and J. F. Traer

A concentration in History consists of eight term courses, including 49, which provide acquaintance with at least two areas (Europe, America, Asia) and experience in depth in at least one of them. Courses may be elected from the offerings of either Hamilton or Kirkland College, including History of Science. Students may earn departmental honors through distinguished achievement in their history course work, including 50 (or K500).

10F Modern Europe, 1648 to the Present. A survey of the political, institutional, cultural, and intellectual developments in the countries of Western Europe. Mr. Traer.

11S The Modern Middle East. The Middle East from the dissolution of the Ottoman Empire to the rise of the modern nation-states. Stress on international involvements and political, socio-economic, and cultural change in the area. Mr. Subtelny.

12F Kievan, Muscovite, and Early Imperial Russia. Russia from the ninth century to 1825, stressing political and cultural interaction with its Turkic, Byzantine, and Western neighbors. Mr. Subtelny.

13W Native American History. A study of the history of American Indians from Columbian times to the present with emphasis on intercultural relations with non-Indian Americans. Mr. Beltman.

14F East Asia. East Asia before the impact of the West; the historical traditions of China, Korea, and Japan. Mr. Lee.

15W The Cold War. A study of the role of the United States in post-World War II international affairs, as perceived by traditional and revisionist historians. Mr. Millar.

16F American Colonial History. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Mr. Millar.

17S American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. Mr. Millar.

18S American Economic and Social History. A survey of American economic and social development, with an emphasis on economic change and its social consequences. Mr. Beltman.

19F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914. Mr. Beltman.

20S France in Modern Times. The development of French history, society, and culture from 1815 to the present. Mr. Richman.

[21S] South Asia. A survey of the history of the Indian sub-continent—India, Pakistan, and Bangladesh—from the earliest times to the present, with emphasis upon the social and religious forces which have provided its continuity. (Next offered 1976–77.)

[22S] Modern European Diplomatic History. Diplomatic relations among the nations of modern Europe, with emphasis on the events of the last one hundred years. (Next offered 1976–77.)

23S Late Imperial and Soviet Russia. Russia from 1825 to 1945, with emphasis on the relationship between Russia and the West and on continuity and change in the Old and New Regimes. Prerequisite, 12. Mr. Subtelny.

24S East Asia in the Modern World. The Western impact on East Asia; the reactions of China, Korea, and Japan to Western pressures. Prerequisite, 14. Mr. Lee.

[25fW] Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 23, Russian 12, or Government 213. Extra cost. Limited enrollment. (Same as Russian 25.) (Next offered 1976–77.)

26S Seminar in American Colonial History. Selected problems in colonial history, with an emphasis on the pre-Revolutionary period. Prerequisite, 16. Mr. Millar.

27F Seminar in American Diplomatic History. Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 17. Mr. Millar.

28S The American West Since 1781. A study of expansion, Indian-white relations, land policy, transportation, agriculture, community formation, conservation, and western impact on culture and politics. Emphasis on nineteenth century developments. Mr. Beltman.

29S Seminar in Recent American History. A topical study of recent American political, economic, and social developments and the role of the United States in the world since 1914. Prerequisite, 19. Mr. Beltman.

30F Europe in the Age of the French Revolution and Napoleon. A study of the first great revolution of modern times and its effects throughout Europe. Open to sophomores. Mr. Traer.

31S Europe in the Nineteenth Century. Emphasis on social and economic, as well as political, history including demographic change, industrialization, the rise of new social classes, and the development of institutions and culture. (Offered in alternate years.) Mr. Richman.

32F Cultural History of Russia. A survey of the various social classes which constituted the "material culture" of the Old Regime; the development of Russia's "spiritual culture," including art, architecture, and the history of ideas. Prerequisite, 23. Mr. Subtelny.

[33F] Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. A reading knowledge of Russian or another European language desirable. Prerequisite, 23. (Next offered 1976–77.)

34F Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth century France. A reading knowledge of French desirable. Prerequisite, 10 or 20. (Offered in alternate years.) Mr. Traer.

35S Fascism in Western and Eastern Europe. A comparative analysis of the social, economic and ideological roots and forms of fascism in Western and Eastern Europe during the interwar period. Prerequisite, one course in modern European history. Mr. Subtelny.

[36F] The Black Man in America. A survey of the relationship between black and white society in America, from colonial times to the present. (Next offered 1976–77.) Open to sophomores.

37W Imperialism in Northeast Asia. A diplomatic history of the decade 1895–1905; the effects upon the Chinese empire of the policies of

Japan, Russia, Britain, France, Germany, and the United States. Prerequisite, 14, 17, or Government 14. (Offered in alternate years.) Mr. Lee.

[38S] New York State. The political, economic, and social development of New York; the role of New York in national and international affairs. Prerequisite, any two courses in American history. (Next offered 1976–77.)

39F Urban America. The urban impact upon American thought, culture, and institutions. Prerequisite, any two courses in American history. Mr. Beltman.

[41S] Selected Topics on the French Revolution and the Napoleonic Era. An investigation of a variety of problems such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European language desirable. Prerequisite, 30. (Next offered 1976–77.)

42F Seminar in Russian History. The problem of non-Russian nationalities in the Tsarist Empire and the Soviet Union with emphasis on the dissident movement. A reading knowledge of Russian or another European language desirable. Prerequisite, 23. (Offered in alternate years.) Mr. Subtelny.

43S Modern European Political Elites, 1815–1914. An examination of the changing social composition of the ruling classes in France, England, Germany, and Russia, with reference to the relationship between elite rivalries and the transformation of political institutions. Prerequisite, one course in modern European history or permission of the instructor. Mr. Richman.

44F Modern Japan. The modernization of Japan and its subsequent domestic and international development. Prerequisite, 24. Mr. Lee.

45S Modern China. Changes in China's domestic and international situations since the early nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 24. Mr. Lee.

46F Seminar on the Black Man in America. Analyses of the relationship between black and white society in America, from documentary sources. Prerequisite, 36. (Offered in alternate years.) Mr. Millar.

49F Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Mr. Lee.

50F, S Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the department. Required of candidates for departmental Honors. Prerequisite, 49. (Equivalent to K500.) The Department.

LIFE SCIENCES

See page 97

MATHEMATICS

J. T. Anderson *(Chairman)*, D. A. Birnbaum, N. Fowler, A. L. Ludington, G. D. Prichett and D. L. Smallen

A concentration in Mathematics consists of six core courses (13-14 or 15, 21, 22, 31 or 35, and 33) and four electives of which at least three must be at the 30-level or higher. Physics 21 may be used to satisfy a concentration requirement. A concentrator will emphasize one of four areas: Applied Mathematics, Computer Science, Pure Mathematics, or Statistics. The grade of B or higher in 49-50 and an average of at least 88.0 in all mathematics courses taken, excluding 13-14 (or 15), is required for departmental honors.

11F Pre-Calculus Mathematics. A study of topics necessary for the study of the Calculus, including functions, logarithms, exponentials, set notation, trigonometry, solution of equations, graphing techniques, analytic geometry, and word problems. May not be counted toward fulfillment of the concentration. Placement in the course subject to the approval of the Department. Not open to Juniors. Mr. Prichett.

12S Excursions in Mathematics. An introduction to mathematical thought and problem solving, with topics selected from number theory, geometry, elementary topology, probability and statistics, computer science, mathematical recreations. May not be counted toward the fulfillment of the concentration. Mr. Prichett.

13F, W, S-14F, W, S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable including topics from analytic geometry and numerical methods, concluding with the study of infinite series. Four hours of class F, S. Some sections of this course, including all of those during the Winter Term, offered under the Self-paced Calculus program. The Department.

15F Calculus and Analytic Geometry. A single semester review of the material of Mathematics 13-14. Offered only to those who have studied calculus but do not qualify for 21. Placement by the Department. Successful completion of 15 carries credit equivalent to 13-14. Offered under the Self-paced Calculus program. Mr. Anderson.

17S Introductory Computer Science. A first course in computers developing algorithms to treat numerical and non-numerical problems. Includes such topics as simulations, data structures, and assembly language. Prerequisite, 14 or 15. (Same as K130.) Mr. Anderson.

21F, W Multivariable Calculus. The study of differential and integral calculus of several variables; partial differentiation, multiple integrals, vector calculus. Introduction to ordinary differential equations. Prerequisite, 14 or 15. The Department.

22S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems; eigenvalues; mathematical and physical applications. Prerequisite, 21. Mr. Fowler and Mrs. Ludington.

23F Introduction to Probability and Statistics. A first course in probability and statistical inference including: random variables, distribution functions, introduction to the theory of estimation and testing of hypotheses, and the central limit theorem. (Credit will not be granted for both Mathematics 23 and Economics 21 or Psychology 21.) Prerequisite, 14 or 15. Mr. Birnbaum.

24S Second Course in Probability and Statistics. Topics including the law of large numbers, jointly distributed random variables, correlation and regression theory (including least-squares methods), Chi-square testing, Bayesian and non-parametric methods and introduction to experimental design and decision theory. Prerequisite, 23. Mr. Birnbaum.

26S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 14 or 15. Offered in alternate years. Mr. Anderson.

28S Graph Theory and Combinatorics. Isomorphism and connectedness of graphs, trees, directed graphs, Eulerian and Hamiltonian circuits, planarity and coloring problems, duality; flows in networks and the Ford-Fulkerson algorithm with applications to resource allocation; applications to mathematical models in other disciplines. Prerequisite, 13 or 15. Mr. Smallen.

31F Applied Analysis. Selected topics from classical analysis and partial differential equations including boundary value problems, Fourier series, orthogonal functions, the Laplace transformation, Green's functions, and special functions of particular interest to physical scientists. Prerequisite, 22 and Physics 13-14 or the consent of the instructor. Mr. Fowler.

32S Complex Variables. An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, contour integration. Prerequisite, 31 or 35. Mr. Prichett.

33F Modern Algebra. A study of algebraic structure; systems with one or two binary operations such as groups, rings, fields, construction of number systems. Prerequisite, 22. Mr. Anderson.

34S Advanced Linear and Abstract Algebra. Continuation of linear and multilinear algebra of 22 and 33: exact sequences of abelian groups,

tensor products, determinants; Galois theory and roots of polynomials. Prerequisite, 33. Offered in alternate years. Mrs. Ludington.

35F Real Analysis. Topics in analysis including the real number system, sets and functions, continuity, differentiation, metric spaces, the Riemann-Stieltjes integral, and sequences and series of functions. Prerequisite, 22. Mr. Birnbaum.

36S Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 17 and 22. Mr. Birnbaum.

39F Number Theory. Topics in number theory including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, continued fractions. Prerequisite, 33, or the consent of the instructor. Offered in alternate years. Mr. Prichett.

41F Topology. An introduction to topology, including metric spaces and the study of compactness, connectedness, separation, convergence, and continuity in general topological spaces. Prerequisite, 35. Mrs. Ludington.

42S Measure and Integration. An introduction to Lebesque measure theory, including the topics of measurable functions, integration and convergence theorems. Prerequisite, 35. Mr. Fowler.

49W-50S Thesis. A project limited to senior Mathematics concentrators, resulting in a thesis supervised by a member of the Department. The Department.

For additional courses in Mathematics and Computer Science see page 130.

MUSIC

S. Best, S. Bonta *(Chairman)*, J. Flaver, M. A. Jones, and L. S. Spear

A concentration in Music consists of 11-12; two courses from among 25, 26, and 27; four courses from among K101-102, K201-202, and K301-302; two additional courses from the foregoing or other departmental offerings; and four semesters of work in piano. A student demonstrating proficiency in piano may substitute four semesters of work in another instrument or in voice.

11F-12S Principles of Music. An examination of musical materials, processes, and conventions, and their use in selected works from the Western tradition. Work in the fundamentals of music, including notation, ear training, and sightsinging. Consideration of the problems of musical meaning, performance practice, and the means of transmission. No previous knowledge of music required, but must not be tone-deaf. 12 may be taken as a separate course only with consent of instructor. Mr. Bonta and the Department.

13F-14S Solo or Ensemble Performance I. The study of music through performance, either in the form of private instruction or in the form of chamber music with group coaching, in either voice or instruments. Prerequisite, the consent of the Department. This course pursued for two terms will be equivalent to one course credit. Academic credit will be granted for either individual instruction or work in chamber music, not for both. The Department.

15F-16S Group Performance. The study of music through performance, either in the College Choir, the Brass Choir, or in the Woodwind Ensemble. Prerequisite, consent of the instructor. Group performance pursued for four terms will be equivalent to a one course credit. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above-mentioned organizations, but they will receive academic credit for work in only one. The Department.

17fW Historical, Intellectual, and Physical Influences on British Church Music (1400–1960). The role of several non-musical elements in relation to musical parameters. Architectural and acoustic influences on composition and performance; political and religious influences on musical text and language in the Tudor, Restoration, and Imperial periods; cultural isolation and the musical process. Physical aspects, when applicable, will be examined in situ at the cathedrals and university chapels in which concerts are being presented. Prerequisite, Music 11-12 or Music 101-102. Extra cost. (Offered in association with the co-curricular tour of Scotland and England by the Hamilton-Kirkland Choir and the College Hill Singers.) Mr. Spear.

23F-24S Solo or Ensemble Performance II. A continuation of Music 13-14. Prerequisite, 13-14 and the consent of the Department. The Department.

25F Problems in Medieval and Renaissance Music. The study of selected works from the Western tradition through 1600. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. (Alternates with 27.) Mr. Bonta.

26S Problems in Baroque Music. The study of selected works from the Western tradition from 1580 to 1750, including those by major composers from Monteverdi to Bach. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. Mr. Bonta.

[27F] Problems in Classic and Romantic Music. The study of selected works from the Western tradition from 1720 to 1914, including those by major composers from Gluck to Mahler. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. (Alternates with 25.) (Next offered 1976–77.)

29F Survey of Choral Literature. A systematic examination of representative works in the choral and choral-orchestral repertoire, from 1450 to the present; stylistic traits, performance practices and aesthetic considerations. Prerequisite, 11-12 or consent of instructor. Mr. Spear.

30S Conducting. A study of the conductor's basic approach to the musical score, both instrumental and vocal, dealing largely with the physical skills needed for effective non-verbal communication with a musical ensemble. Prerequisite, 11-12 or K101-102 or consent of instructor. Mr. Spear.

33F-34S Solo or Ensemble Performance III. A continuation of Music 23-24. Prerequisite, 23-24 and the consent of the Department. Consent will be contingent upon the student's demonstrating enough growth in musical comprehension to justify further work in performance. The Department.

43F-44S Solo or Ensemble Performance IV. A continuation of Music 33-34. Prerequisite, 33-34 and the consent of the Department. The Department.

PHILOSOPHY

R. T. Blackwood *(Chairman)*, A. Edel, E. F. Flower, S. A. Kaufman, E. M. Ring, and R. Simon

A concentration in Philosophy consists of 21, 23, 24, and five other courses, one of which must be 34 or K329. Candidates for honors must register for at least two seminars from among 41, 42, 43, 45, and 46. They must, in addition, pass a special examination in the spring of the senior year.

11F Introduction to Philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Not open to seniors. The Department.

18S Political and Social Philosophy. Investigation of social and political concepts, with special emphasis on the concepts of legitimacy, equality, rights, and freedom. Not open to seniors. Mr. Simon.

21F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization, from early Greek times to the fall of Rome. Open to sophomores. The Department.

[22W] The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 21. (Next offered 1976–77.)

23S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to the present day. Prerequisite, 21. The Department.

24F, S Symbolic Logic. A study of formal techniques for symbolizing arguments and evaluating inferences. 24F not open to freshmen. 24S not open to students concentrating in Mathematics. Ms. Ring.

[25W] Philosophical Problems in Medicine. Examination of conceptual and ethical problems that arise from biomedical research and the practice of medicine. Application of ethical theory and techinques of conceptual analysis to such problems. (Next offered 1976–77.)

26W Philosophy of Natural Science. A study of selected topics in the philosophy of science, such as geometry and the nature of space, the distinction between observation and theory, and the nature and justification of inductive reasoning. Ms. Ring.

27W Types of Ethical Theory: 1776–1976. Intensive study of types of ethical theory from Kant to Dewey and their application to contemporary problems. Mr. Edel and Ms. Flower.

31F Islamic Thought. The faith, practices, history and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 31.) Mr. Blackwood.

32S Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 32.) Mr. Blackwood.

33F Philosophy of the Social Sciences. An investigation of philosophic problems in the social sciences, with special emphasis on the concepts of explanation, objectivity, and value-neutrality. Open to sophomores. Mr. Simon.

34S Contemporary Analytic Philosophy. A consideration of the important developments in twentieth-century Anglo-American philosophy, with practice in the application of techniques of philosophical analysis. Prerequisite, 23, or consent of the instructor. Mr Kaufman.

36F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Religion 36.) Mr. Williams.

38S Philosophy of Law. Inquiry into the nature and authority of law, with particular attention given to the relation of legality and morality. Open to sophomores. Mr. Simon.

[41F] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Religion 41.) (Next offered 1976–77.)

42S Seminar in Metaphysics. Advanced study of some principal metaphysical problems such as determinism and the nature of mind, with emphasis on recent work. Prerequisite, two courses in Philosophy or the consent of the instructor. Ms. Ring.

43S Seminar in the Foundation of Knowledge. An examination of contemporary theories of knowledge with special attention given to the bearing of those theories on the question of whether there is an ultimate foundation in logic, language, or experience for all knowledge. Prerequisite, two courses in Philosophy or consent of the instructor. Mr. Kaufman.

[45F] Seminar in Meta-ethical Theory. An investigation of twentieth century meta-ethics, focusing on theories of the meanings of ethical terms and theories of justification in ethics. Readings from G. E. Moore, Charles Stevenson, R. M. Hare, and others. Prerequisite, two courses in Philosophy. (Next offered 1976–77.)

46F Contemporary Studies of Justice. A detailed analysis of the text of John Rawls' *A Theory of Justice,* and discussion of its main critics. Prerequisite, two courses in Philosophy. (Offered in alternate years.) Mr. Simon.

PHYSICS

P. J. Millet, P. M. Pearle, and J. W. Ring *(Chairman)*

A concentration in Physics consists of 13-14 or 11-12, 21-22, 23, 24, 25, 35 and one other course at the 30-level or higher. Prospective concentrators should take Physics 13-14 and Mathematics 13-14 in the freshman year. Freshmen interested in the 3-2 engineering program affiliating Hamilton with Columbia, R.P.I., and M.I.T. should take Physics 13-14, Mathematics 13-14, and Chemistry 11 or 15, and 12 or 16. Students with Advanced Placement in physics or mathematics should consult the Department chairman. Honors in Physics requires outstanding work in an independent study project sponsored by the department.

11F-12S Principles of Physics. An introduction including mechanics, thermodynamics, electricity and magnetism, quantum physics and the special theory of relativity. Three hours of class and three hours of laboratory. The Department.

13F-14S Principles of Physics. An introduction including mechanics, thermodynamics, electricity and magnetism, quantum physics and the special theory of relativity. Differential and integral calculus introduced and used. Mathematics 13-14 or its equivalent must either precede or be taken concurrently. Three hours of class and three hours of laboratory. The Department.

15S The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles and cosmology. A course about the

principles of contemporary physics for students not going on in science. Mr. Pearle.

16F Introduction to Astronomy. A description of the universe starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Stellar observations and deduced characteristics. Structure of galaxies. Cosmology. Mr. Millet.

17W The Physics of Energy. A study of the physical laws and principles which apply to energy and to its sources and uses. Special attention to solar energy and wind power. Mr. Ring.

21F-22S Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles and particle systems, the two-body problem, wave motion, coupled oscillators, gravitation, Lagrangian formulation. Topics in mathematical physics such as linear differential equations, multiple integrals, vector analysis, infinite series, Fourier series and partial differential equations treated in the context of mechanics. Prerequisites, 13-14 or 11-12 and Mathematics 13-14. Mr. Millet.

23F Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, triodes, and transistors. Circuits ranging from diode rectifiers, triode amplifiers, transistor oscillators to operational amplifiers and integrated circuit adders and counters discussed in class and investigated in the laboratory. Prerequisites, Physics 13-14 or 11-12 and Mathematics 13-14. Three hours of class and three hours of laboratory. Mr. Pearle.

24F Electricity and Magnetism. Maxwell's Equations studied in both differential and integral form. Plane electromagnetic wave propagation in vacuum, properties of dielectric and magnetic materials. Three hours of class and three hours of laboratory. Prerequisite, 13-14. Mr. Ring.

25S Statistical Physics. A study of large scale systems from the point of view of molecular theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of the molecules. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Applications to various physical systems. Prerequisites, 13-14, or 11-12 and Mathematics 13-14. Mr. Pearle.

26S Introduction to Astrophysics. A survey which integrates the observations of astronomy with physical theory. Solar system structure and laws, equations of stellar models, degenerate matter, cosmological models. Current problems. Prerequisite, 11-12 or 13-14. (Not open to those who have had 16.) (Offered in alternate years.) Mr. Millet.

[33S] Physical Optics. The theory of propagation of light waves and their interaction with matter, including such topics as relativistic Doppler effect, interference, partial coherence, Fourier transforms, diffraction, holography, optics of solids, dispersion, spectra, and theory of the laser. Prerequisites, 21-22 and 24. Three hours of class and three hours of laboratory. (Next offered 1976–77.)

[35F] Atomic Physics. Experimental and theoretical introduction to atomic phenomena and the fundamentals of quantum mechanics. The elctromagnetic interaction studied through such examples as the photoelectric effect and X-ray and optical spectra of atoms. The theory of the structure of simple atoms, in particular that of hydrogen. Prerequisites, 21-22 and 24. Three hours of class and three hours of laboratory. (Next offered 1976–77.)

36S Nuclear and Elementary Particle Physics. The principal properties of the atomic nucleus studied by applying quantum mechanics to nuclear models. Investigation of the strong, electromagnetic and weak interactions and their conservation laws. Prerequisite, 35 or 37. Three hours of class and three hours of laboratory. (Offered in alternate years.) Mr. Ring.

37F Quantum Mechanics. A formal development of the basic theory and applications to physical systems. Prerequisites, 21-22 and 24. (Offered in alternate years.) Mr. Pearle.

[38S] Solid State Physics. Study of the crystalline state of matter. Topics include periodic lattice structure, reciprocal lattice, lattice dynamics, allowed electronic energy states, Brillouin zones and Fermi surfaces. Applications to such problems as semi-conductors and the dielectric and magnetic properties of solids. Prerequisites, 25 and 35. (Next offered 1976–77.)

[39F] Relativity. A study of classical field theories. Emphasis on the Special Relativity Theory of electromagnetism and on the General Relativity Theory of gravity. Prerequisites, 21-22 and 24. (Next offered 1976–77.)

PSYCHOLOGY

G. A. Gescheider *(Chairman)*, W. L. Gulick, D. J. Herrmann, and J. Vaughan

A concentration in Psychology consists of 10 or K111 or K112 or K114; 15; 21 (or the equivalent); and five advanced courses, two of which must be laboratory courses chosen from among 27, 28, 35, 38, K324, K337, and K391. Prospective concentrators should elect 15 by the spring of their sophomore year, and concentrators should elect 21 no later than the fall of the junior year. Mathematics 23-24 may be substituted for Psychology 21, an option recommended for students considering advanced work in experimental psychology. Departmental honors will be determined on the basis of excellence in course work including independent experimental work.

10F, S Science of Mental Life. An introduction to the study of cognitive processes. Topics such as sensory processes, perception, learning, motivation, memory, thinking and language. Messrs. Gescheider and Gulick.

15S Principles of Experimental Psychology. Experimental study of animal and human behavior. Topics include conditioning, learning, motivation, memory and the physiological bases of behavior. Laboratory work includes experiments with humans and animals. Three hours of class and three hours of laboratory. Prerequisite, 10 or K111, 112 or 114.

21F Principles of Statistical Analysis. An introduction to descriptive and inferential statistics as used in psychological research. Three hours of class and three hours of laboratory. (Credit will not be granted for both Psychology 21 and Economics 21 or Mathematics 23.) Mr. Herrmann.

22S Research Methods in Psychology. A study of research methods employed in contemporary psychology. Topics include instrumentation, experimental design, measurement and data analysis. Prerequisites, 15 and 21. (Offered in alternate years.) Mr. Gescheider.

25W The Cutaneous Senses. An investigation of the anatomy, physiology, and psychophysics of the cutaneous senses. An introduction to the basic principles of sensory information processing by an examination of pressure, temperature and pain sensitivity. Extensive laboratory work. Prerequisite, 10 or 15 or Biology 12 (Life Sciences 112). Enrollment limited to 12. Mr. Gescheider.

27F Conditioning and Learning. A study of the principles of Pavlovian conditioning, instrumental learning and attentional processes in learning. Experiments with animal or human subjects. Three hours of class and three hours of laboratory. Prerequisite, 15. (Offered in alternate years.) Mr. Vaughan.

[28F] Physiological Psychology. The relation between behavior and the nervous system. Topics in neuroanatomy and neurophysiology, and the physiological basis of sensation, motivation, emotion, memory and

learning. Three hours of class and three hours of laboratory. Prerequisite, 15. (Next offered 1976–77.)

31W Advanced Statistical Analysis. Analysis of variance, nonparametric tests, factor analysis and multidimensional scaling as applied to specific problems of psychological data analysis. Prerequisite, 21. (Offered in alternate years.) Mr. Herrmann.

35F Perception and Psychophysics. A study of the psychological and physiological properties of sensory and perceptual processes. Three hours of class and three hours of laboratory. Prerequisites, 15 and 21, which may be taken concurrently. Mr. Gescheider.

38S Human Memory. An analytical study of the components and processes of human memory. Three hours of class and three hours of laboratory. Prerequisites, 15 and 21, which may be taken concurrently. Mr. Herrmann.

39F Psycholinguistics. A study of the theories and data concerning the processing of language, with particular attention to syntax and meaning. Prerequisite, 15 or 10. (Offered in alternate years.) Mr. Herrmann.

41S Special Topics in Experimental Psychology. Topic for 1976: An analysis of human consciousness from the perspective of physical science. Topics such as electrical stimulation of the brain, dream research, bio-feedback, and altered states of consciousness. Prerequisite, 27, 28, 35 or 38. Mr. Gescheider.

43F Historical and Theoretical Foundations of Contemporary Psychology. Historical and current psychological problems with particular reference to major theoretical positions. Prerequisite, three courses in psychology. Open to juniors. Mr. Vaughan.

RELIGION

M. B. Endy, G. T. Miller, J. W. Tibbetts, H. W. Williams, and J. G. Williams *(Chairman)*

A concentration in Religion consists of eight courses of which one must be chosen from 10 and 11 and one from 40-level offerings. All concentrators will also elect 50W or its equivalent in their senior year. Kirkland courses acceptable for concentration include Religion/Jewish Studies 134, 136, 141, 145, 201, 232, 256, 281, 292; History 216, 271, 346; and Sociology 307.

10F Gods and Myths of Western Man. An introduction to the study of religion as it has been experienced, understood, and criticized in Judaeo-Christian culture and in modern secular society. The manifestations of the sacred in the myths, rituals, doctrines, and institutions of Judaeo-Christian religion and of modern functional equivalents such as forms of nationalism, communism, and humanism. Mr. Miller.

11S Time, Space, and Power. An introduction to the study of religion

as manifested in various cultures, past and present. Particular attention to the temporal, spatial, and dynamic aspects of the relation between man and what he conceives to be reality. Not open to juniors and seniors. Mr. Williams.

20F The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Special attention to the cultural and religious background of the ancient Near East and to the light archaeological findings have shed upon the Bible. Open to sophomores. Mr. Williams.

21S The Origins of Christianity. A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. Open to sophomores. Mr. Miller.

[23F] American Religious Thought: Puritanism to Neo-Orthodoxy. An historical study of important developments in American religious thought and life and of American civil religion from the beginnings to about 1930. Designed as a comprehensive introduction to Protestant theology and its cultural impact and to the religious aspects of American intellectual history. Open to sophomores. (Next offered 1976–77.)

25W Basic Christianity: Theory and Practice. Answers to basic questions about Christian belief and practice. Readings from different Christian perspectives, including the neo-evangelical liberal Protestant, and Roman Catholic, and observations of different modes of Christian worship and experience. Emphasis on students' work outside the classroom. Enrollment limited to 25. Mr. Miller.

26S Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, notational and aural symbolism. No previous knowledge of music required. Open to sophomores. Mrs. Williams.

30S Religion and American Literature. An analysis of American literature from the perspectives of the religious themes contained in it, including the covenanted community, apocalyptic, the success and failure of the American dream, and the problem of meaning in modern American life. Readings in Emerson, Melville, Twain, O'Connor, Baldwin, Saul Bellow, among others. Prerequisite, one course in Religion, American literature, or American history. Mr. Miller.

31F Islamic Thought. The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 31.) Mr. Blackwood.

32S Hindu and Buddhist Thought. The faith, practices, history and

philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 32.) Mr. Blackwood.

[34S] Religion, the State, and Violence. A study of the major perspectives in past and contemporary Western religious thought on the relationship between religion and the state and on the justifiability of war, revolution, non-resistance, and non-violence. Prerequisite, one course in Religion or consent of the instructor. (Next offered 1976–77.)

[35S] American Religious Thought: The Pluralistic Era. A study of American religious thought and life in the pluralistic setting of the twentieth century, with emphasis on selected major theological developments in Christianity, Judaism, and beyond, and on American civil religion. Readings in Niebuhr, Tillich, Herschel, Baum, Cox, and others. Prerequisite, one course in Religion. (Next offered 1976–77.)

36F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Philosophy 36.) Mr. Williams.

37F Christian Ethics. An analysis of decision-making informed by Christian theology and social thought. Among the issues to be considered are sexuality, race relations, war and punishment. Readings taken from a variety of religious and secular sources. Major emphasis placed on student participation in discussion. Prerequisite, one course in Religion or consent of the instructor. Mr. Tibbetts.

[38S] Religious Cults in America. The examination of social foundations, history and beliefs of various religious groups which have diverged from the mainstream of orthodox Christianity. Particular attention will be devoted to Mormonism, Seventh-Day Adventism, Christian Science, and the Jehovah's Witnesses. Field trips to area churches are among the course requirements. Prerequisite, one course in Religion or consent of the instructor. Alternates with 39. (Next offered 1976–77.)

39S Sectarianism. A study of conversion, revivalism and pentecostal phenomena in the contemporary American religious life. Attention also devoted to groups which emphasize the importance of spiritual experience, such as the Bahaï World Faith and the Society of Friends. Requirements include field trips to area churches and a project in which students evaluate in depth a religious sect or group of their choice. Prerequisite, one course in Religion or consent of the instructor. (Offered in alternate years.) Mr. Tibbetts.

[41F] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Philosophy 41.) (Next offered 1976–77.)

43S The Attack Upon and Defense of Christendom in the 19th Century. An intensive study of works by important protagonists and critics of religion in the 19th century. Emphasis placed on the thought of Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. Prerequisite, two courses in Religion, or Philosophy 21-22, or consent of the instructor. (Offered in alternate years.) Mr. Williams.

[44S] European Religious Thought in the 20th Century. An intensive study of selected works by such thinkers as Barth, Buber, Bultmann, Teilhard de Chardin, and Tillich. Special emphasis placed upon the development of a religious understanding of man. Prerequisite, two courses in Religion, or the consent of the instructor.

[45S] Theories of Religion. Analysis of a variety of contemporary approaches to the study of religion leading to the development of one's own methodology. Emphasis on the methodology and conclusions of such men as Berger, Eliade, Levi-Strauss, Ricoeur, and Jung. Prerequisite, two courses in Religion. (Next offered 1976–77.)

46F Seminar in Theology. Topic for 1975–76: The Holocaust as a Theological Problem. An examination of the response on the part of Jewish and Christian thinkers to the destruction of between four and six million Jews by the Third Reich, focusing on the response to the Holocaust while it was occurring and the reflection that has followed. Consideration of the theological problem of the existence of Israel and of the persistence of anti-semitism in the West. Prerequisite, two courses in Religion. Mr. Miller.

47S Seminar in Asian Religions. Topic for 1975–76: Mahayana Buddhism in China and Tibet. A study of the various traditions of Mahayana through analysis of selected texts and secondary sources in translation. Prerequisite, 32 or 36, or History 14 and one course in Religion. Mr. Williams.

50W Senior Comprehensive. Conferences and seminars to prepare for a comprehensive examination taken by senior concentrators at the end of Winter term. The Department.

ROMANCE LANGUAGES

The Department of Romance Languages offers programs of instruction and a concentration in French and in Spanish. Requirements for the concentration in each are listed separately below. The foreign language is used as much as possible in the introductory courses, while all upper level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department encourages study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

French

P. F. Cholakian, R. B. Cholakian, F. Davis, J. B. Davis, F. G. Hamlin, and M. I. Moraud *(Chairman)*

A concentration in French consists of eight courses numbered 13 or higher, one of which must be 50.

11F First Term French. A thorough grounding in aural comprehension, speaking, reading and writing. Taught partially in French. Four hours of class, and laboratory work. Mrs. Davis.

12F, S Second Term French. Further work in aural comprehension, speaking, reading and writing. Prerequisite, 11. Four hours of class, and laboratory work. Mr. Cholakian, Mr. Moraud.

13F, S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Four hours of class, and laboratory work. Prerequisite, 12. Mrs. Cholakian, Mr. Davis.

15F Spoken French. Designed for students who plan to take advanced courses in French but do not believe they have sufficient competence in the spoken language. Building of vocabulary, exercises in pronunciation. Conversation, oral presentations, work with radio, records, tapes. Five hours of class, and laboratory work. Class limited to 15 students. Prerequisite, 13 and consent of the instructor. Mr Moraud.

16W Paris: Winter Term. Small language classes daily for pronunciation and conversation. Scheduled visits to monuments and museums in and around Paris. Attendance at plays and concerts. Oral and written reports, and examinations. Housing with French families. Extra cost. Prerequisites, French 12 or consent of the Department. The Department.

17W French Phonetics. Study of French pronunciation and intonation. One hour a day of theory and two hours a day of practice in the laboratory. General tendencies of spoken French with concentration on special problems of Americans. Classes five days a week. Enrollment limited to 20. Prerequisite, French 12 or consent of the instructor. Mr. Davis.

20F, S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Mr. Cholakian.

21F, S Introduction to French Literature. Study and analysis of selected works by major authors. Written reports and laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Mr. and Mrs. Cholakian, Mr. Moraud.

25F Contemporary France. Attitudes, customs, social structure, institutions, and problems in present-day France. Discussion, outside reading, oral and written reports. Taught in French. May be taken by students who have had 30 or above, in which case extra work is required. Prerequisite, 13 or consent of the Department. Mr. Davis.

30S French Classicism. Study and analysis of important texts of the 17th century. Written and oral reports and *explications de textes*. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mrs. Cholakian.

31F The Age of Enlightenment. Study and analysis of 18th century writers. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Offered in alternate years.) Mr. Cholakian.

32F Nineteenth Century French Novel. Study of the development of the novel in the 19th century, romanticism, realism, naturalism. Lectures, discussions, outside reading and oral reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Moraud.

33S Twentieth Century French Prose. Study and analysis of French literature and thought in the 20th century as reflected in prose. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Offered in alternate years.) Mr. Davis.

[34S] French Poetry from 1850 to the Present. Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports and *explications de textes*. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Next offered 1976–77.)

35F Contemporary French Theater. Major French dramatists of the 20th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Davis.

36S The Renaissance. Study of the major prose and verse of the 16th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Offered in alternate years.) Mr. Cholakian.

37S Special Topics. 1975–76: Novels in Film. Study of about ten 19th and 20th century French novels and their adaptation to the cinema, with a view to assessing the basic differences between the two media. Lectures, discussions and written reports. Taught in French. Prerequisite, 32 or 33 or consent of the Department. Mr. Moraud.

[38] French Cinema. A course dealing with the history of French Cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 20-level course or consent of the Department.

39S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Prerequisite, any 20-level course or consent of the Department. Mrs. Davis.

[40S] Medieval French Literature. Brief introduction to old French;

reading selections from important authors, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Next offered 1976–77.)

50S Senior Program. Tutorial in which various topics are discussed. Open only to senior concentrators. The Department.

Spanish

J. T. Medina and J. B. Tato

A concentration in Spanish consists of eight courses numbered 13 or higher, one of which must be 50.

11F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Four hours of class, and laboratory work. Mr. Medina.

12F, S Second Term Spanish. Further work in aural comprehension, speaking, reading and writing. Four hours of class, and laboratory work. Prerequisite, 11. Messrs. Tato and Medina.

13F, S Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Four hours of class, and laboratory work. Prerequisite, 12. Messrs. Tato and Medina.

16W Madrid: Winter Term. Small language classes daily for pronunciation and conversation. Civilization courses for more advanced students. Scheduled visits to monuments and museums in and around Madrid. Attendance at plays and concerts. Oral and written reports, examination. Housing with Spanish families. Extra cost. Prerequisite, 12 or consent of the Department. The Department.

21S Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

23F Advanced Spanish. A course designed for students who wish to acquire a better command of the language. Emphasis on conversation, based on selected reading. Written exercises. Taught in Spanish. Prerequisite, Spanish 13 or consent of the Department. Mr. Tato.

[24S] Spanish-American Civilization. The history and culture of Spanish-America. A study of the origins and evolution of the Spanish-American character, tradition and thought. Emphasis on the poetry, culture and beliefs of the Latin-American Black, with reference to the Indian and to the Mexican Revolution as reflected in Spanish-American literature. Outside reading and discussion. Taught in Spanish. Prerequisite, 13 or consent of the Department.

25F Spanish Civilization. A study of the culture of Spain, including history, painting, music and the development of modern Spanish

character, with emphasis on contemporary social, political and religious problems. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

[26F] Introduction to Spanish-American Literature. A panoramic view of the development of Spanish-American literature, emphasizing representative works of each period or literary school. Outside reading and written assignments. Taught in Spanish. Prerequisite, 13 or consent of the Department.

30F Spanish Theater of the Golden Age. Study of important Spanish dramatists of the Golden Age, with reference to the poets of the period. Lectures, discussions, outside reading and written reports. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Tato.

[31F] Golden Age Prose. Study of major works of the 16th and 17th centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department.

[33S] Romanticism. Study of Romantic drama, poetry and prose, including Lârra, the Duque de Rivas, Zorrilla, Bécquer and others. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department.

35S The Realistic Novel. Analysis of the works of the leading writers of the Realistic Movement in Spain. Special emphasis on Galdos, but including novels by Alarcón, Valera, Pardo Bazán, Clarín and Blasco Ibañez. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Medina.

[36] The Generations of 1898 and 1927. The Generation of 1898 and the poets of the Generation of 1927. Ideas, trends and new literary concepts of Spanish literature in the 20th century. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department.

37S Special Topics. 1975–76: The Contemporary Short Narrative in Latin America and Spain. A comparative study of stylistic techniques and thematic preoccupations in the works of the most outstanding authors of the last thirty years. Discussions, outside reading and written work. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Tato.

50S Senior Program. Tutorial in which various topics are discussed. Open only to senior concentrators. The Department.

RUSSIAN

D. N. Young *(Chairman)*

Students interested in a concentration including Russian should consult the catalogue statement describing Foreign Languages (page 64), or the chairman of the department.

11F First Term Russian. An introduction to the speaking, aural comprehension, reading and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work.

12S Second Term Russian. Further work in the speaking, aural comprehension, reading and writing of Russian. Four hours of class and laboratory work. Prerequisite, 11.

13F Third Term Russian. Systematic review of structure with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 12, or consent of instructor.

20S Advanced Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian culture chosen to improve skill in translating. Prerequisite, 13, or consent of instructor.

[21F] Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 13, or consent of instructor. Alternates with 23. (Next offered 1976–77.)

23F Late Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 13, or consent of instructor. Alternates with 21.

[25fW] Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 23, Russian 12, or Government K213. Offered alternate years. Extra cost. Limited enrollment. (Same as History 25fW.) (Next offered 1976–77.)

32S Soviet Literature. Readings, discussions, and reports in Russian on selected 20th century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 20, or consent of instructor. Alternates with 18.

Russian Literature in Translation

[18S] Russian Literature in the Soviet Period. A survey of twentieth century Russian prose fiction in translation, including some of the major works of Gorky, Andreyev, Babel, Sholokhov, Leonov, Pasternak, and Solzhenitsyn. (Alternates with 32. Next offered 1976–77.)

SOCIOLOGY

A concentration in Sociology is available at Kirkland College and consists of Sociology K101, K301, K302, K500, and four other courses. Students may earn honors in Sociology through distinguished achievement in sociology course work, including K500.

SPEECH

C. L. Todd and W. E. Wright *(Chairman)*

Although a concentration in Speech is not available, the department offers a program designed to acquaint the student with the history, principles, and practice of communication. Study of theory is prerequisite to enrollment in performance courses.

10F, S Introduction to Speech. A study of theory and practice in Speech from its classical foundations to the present. Readings in rhetorical theory from Plato and Aristotle to Richards and McLuhan. Practitioners of public address in American history. The Department.

11F, S Public Speaking. Introduction to practice in spoken communication. Training in research, organization, writing, and delivery of speeches. Oral and written criticism. Private conferences with instructor. Videotaping when practicable. Prerequisite, 10, or junior status. The Department.

[21S] Advanced Public Speaking. Readings in rhetorical criticism. Several major speeches prepared by independent research and writing complemented by consultation with instructor. Use of videotape equipment. Special emphasis on criticism. Prerequisite, 11 and consent of instructor. (Next offered 1976–77.)

23W-24S Forensic Rhetoric. Winter term for concentrated reading of great pleaders and forensic rhetorical theory. Work in criticism of legal arguments in British and American history. Spring term for performance resulting from hypothetical cases, actual preparation of briefs and arguments, and presentation of cases in "court." Opposing of advocates in same cases. Open to sophomores. 24 may not be taken as a separate course. (Offered in alternate years.) Mr. Wright.

31F Readings in Public Address. Readings in great speeches selected from Western history. Where possible, use of audiotape and videotape. Study of language, argument, and delivery. Practice in criticism. Open to sophomores. (Offered in alternate years.) Mr. Wright.

32S Problems in Contemporary Communication. Examination of the processes of oral communication (interpersonal, intercultural, and interethnic) as affected by electronic media and modern research in semantics and anthropology. Special emphasis on communication techniques in advertising and public relations and on current controversies between government and the broadcasting industry. Open to sophomores. Mr. Todd.

34F The Rhetoric of American Reform. A study of the persuasion and the organizational techniques used by the militant leaders of such movements as Abolitionism, Women's Rights, Temperance, Revivalism, Labor Reform, and Civil Rights. Open to sophomores. Mr. Todd.

[35F] The American Audience. A study of the American as listener.

Research into some of the influences (sociological, psychological) on American listening habits. Efforts to describe the American audience and to arrive at some informed speculation on implications for personal and public communications in contemporary society. Open to sophomores. (Next offered 1976–77.)

[40F] The Rhetoric of the Presidential Campaign. A study of the uses of persuasion in the current presidential campaign with special attention to the ways in which issues are identified and set forth. Prerequisite, 11. (Offered only in presidential election years.)

THEATRE AND DRAMA

See pages 99–100

Joint Programs

AMERICAN STUDIES

A concentration in American Studies consists of 12 courses comprising a program approved by a supervisory committee of Hamilton and Kirkland faculty members but must include 311F, taken in the fall of the junior year, and 500.

304S Heroes and Leaders in America. The concept of national character has been abused and overused by writers of many persuasions and disciplines. This course is an attempt to arrive at some understanding of the proper uses of this concept by appreciating its limits. A number of eminent Americans will be viewed from both contemporary and later perspectives. D. Locke.

311F Introduction to Theories and Methods. An introduction to the theories, methods, and materials of interdisciplinary study, with special emphasis upon the interrelations of ideas, institutions and cultural forms in American life. The course is required of junior concentrators, and is open to other students with consent of the instructor. D. Locke.

500 Senior Project. An independent project required of senior concentrators in American Studies. Prerequisite: American Studies 311. Appropriate interdisciplinary faculty committee.

ASIAN STUDIES

A concentration in Asian Studies requires at least two courses from among History 14, 21 and 24 and at least six additional courses, including an independent reading project in the fall semester of the senior year, as approved by the Committee on Asican Studies. Selections are made from among courses in anthropology, art, economics, government, history, foreign languages, philosophy, and religion pertaining to Asia. In addition, appropriate overseas programs may be counted toward the concentration.

LIFE SCIENCES

J. A. Bland (Hamilton), A. D. Chiquoine (Director of Life Sciences, Chairman of Department of Biology, Hamilton), J. F. Ellis (Hamilton), N. J. Gerold (Hamilton), L. R. McManus (Hamilton), S. A. Miller (Kirkland), F. E. Price (Kirkland), E. Putala (Kirkland), and R. G. Van Buskirk (Hamilton)

A concentration in the Life Sciences consists of Life Sciences 111, 112 and six additional courses which have 112 as a prerequisite. 115W, 220W, 330W, and 440W may not be counted as part of the concentration. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration. Program honors will be determined on the basis of excellence in course work, completion of an independent study, and recommendation of the staff. Students wishing to prepare for graduate school in the Life Sciences should take at least Physics 11-12, Mathematics 13-14, and chemistry through 23-24.

111F Life Science. The molecular and cellular basis of biological organization, including the processing of matter, energy, and information. Emphasis on the biochemical, genetic, and developmental aspects of life. A knowledge of secondary school biology and chemistry assumed. Three class periods and three hours of laboratory. Independent laboratory work. Messrs. Chiquoine and Van Buskirk.

112S Life Science. A study of life at and above the level of the organism. Emphasis on the variety of life; the functions and adaptations of organisms; homeostasis, ecological relationships; and evolutionary history. Three class periods and three hours of laboratory. Independent laboratory work. Prerequisite, 111. Messrs. Price and Van Buskirk.

114S Human Genetics. A study of the facts and techniques of human genetics and their relationship to contemporary societal problems. A course for those not planning to go on in science. Mr. Ellis.

115W Layman's Guide to Microbiology. A course to provide sufficient background for a student to understand popular presentations about microbes and their activities. Laboratory work. A course for those not planning to go on in science. Ms. Bland.

116S Marine Biology. The ocean as an environment for life and as a human resource. The study of plants and animals of the sea with consideration of fisheries, mariculture, and pollution. Mr. McManus.

117F Social Biology. The nature and evolution of animal societies. Relevant concepts from evolutionary theory, population biology and ethology and their relationship to the biology of organisms from ants to *Homo sapiens*. Gene flow, aggression, kin selection and fixed action patterns; altruism, ethics, culture, and religion. Two lectures, one discussion per week. Mr. Price.

220W Microtechnique. An introduction to the techniques of histology,

histochemistry, and cytology and their application in a small research project. Prerequisite, 112. Mr. Gerold.

221F Microbiology. An introduction to the major groups of microorganisms and their activities. Three class periods and three hours of laboratory. Prerequisite, 112. Ms. Bland.

222S Vertebrate Organization. Study of historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization emphasized. Three class periods and three hours of laboratory. Prerequisite, 112. Ms. Miller.

223F General Plant Biology. A study of the morphology of plants; structural organization and development; mechanisms of reproduction; physiology and regulation of growth. Three class periods and three hours of laboratory. Prerequisite, 112. Mr. Putala.

224S Survey of the Plant Kingdom. Study of the morphology and life histories of the algae, bryophytes, and vascular plants stressing their phylogenetic relationships. Three class periods and three hours of laboratory. Prerequisite, 223. Mr. Putala.

226S General Entomology. An introduction to the study of insects with emphasis on their diversity, biology, and importance to man. Laboratory work emphasizing the identification of insects to the level of Order and Family. Two class periods and four hours of laboratory. Prerequisite, 112. (Alternates with 228.) Mr. McManus.

227F Genetics. Study of the hereditary material as analyzed by genetic, chemical, and mathematical techniques. Three class periods and three hours of laboratory. Independent laboratory work. Prerequisite, 112. Mr. Ellis.

[228S] Invertebrate Zoology. An introduction to multi-cellular invertebrate organisms with emphasis on diversity, structure and function, ecology, and evolution. Laboratory work using the local fauna as fully as possible. Optional marine collecting trip. Two class periods and four hours of laboratory. Prerequisite, 112. (Alternates with 226. Next offered 1976–77.)

330W Electron Microscopy. The physics of the electron microscope and the techniques of preparing electron micrographs. Not open to students who have taken 332. Prerequisite, four courses in the concentration. Mr. Chiquoine.

331F Physiology. A study of fundamental problems of animal physiology; the mechanisms involved in function, with emphasis on vertebrate homeostasis. Two class periods and four hours of laboratory. Prerequisite, 112. (Beginning in 1976–77, 222 will be a prerequisite.) Mr. Gerold.

332S Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological or-

ganization. Two afternoons of arranged laboratory. Prerequisite, four courses in the concentration. Not open to students who have taken 330. Mr. Chiquoine.

333F Embryology. A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods concerned with contemporary problems of developmental biology. Three class periods and three hours of laboratory. Prerequisite, 112. (Beginning in 1976–77, 222 will be a prerequisite.) Ms. Miller.

334S Cells and Tissues. An analysis of the structure, function, and composition of vertebrate cells and tissues. Laboratory emphasis on cell and tissue identification. Three class periods and three hours of laboratory. Prerequisite, 112. (Beginning in 1976–77, 222 will be a prerequisite.) Mr. Gerold.

335F Systematics of Flowering Plants. A study of the principles of taxonomy of flowering plants with emphasis on the flora of the northeast. Three class periods and three hours of laboratory. Prerequisite, 223. Mr. Putala.

336S Plant Anatomy. Study of the structure, development, and variation of the vegetative and reproductive organs of seed plants. Three class periods and three hours of laboratory. Prerequisite, 223. Mr. Putala.

337F General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals. Three class periods and three hours of laboratory or field exercises. Prerequisite, 112. Mr. McManus.

440W Field Study in Florida. A camping tour of terrestrial and marine habitats of Florida. The study of plants and animals of these habitats. The ecological impacts of water management, land use, and technological development on the areas visited. Enrollment limited. Extra cost. Mr. McManus.

442S Cytogenetics. A study of the part played by cells in causing the phenomena of heredity, mutation, and evolution. Three class periods and three hours of laboratory. Prerequisite, 227. Mr. Ellis.

444S Advanced Microbiology. A study of the life processes of microrganisms emphasizing biochemical and physiological diversity. Three class periods and three hours of laboratory. Prerequisite, 221 and Chemistry 23-24. Ms. Bland.

THEATRE AND DRAMA

A concentration in Theatre and Drama consists of eight courses, six of which must be in dramatic history, literature or theory, and two of which must be in acting, directing, designing, or producing. Courses are chosen with the guidance and consent of an interdepartmental faculty committee from the offerings of both Hamilton and Kirkland Colleges in

English and American literature; continental and classical languages and literature; histories of the theatre, art, architecture, and music; and playwriting, acting, production, and design. Following the approved procedures for applying for independent work, students can earn the equivalent of one course by participating as apprentices in the training program of approved theaters.

Kirkland Courses

Kirkland courses are described below, organized by division. The "F" and "S" designations have the same meaning as they do for Hamilton courses (see page 47). In general, courses in the 100s are introductory, in the 200s intermediate, in the 300s advanced, and in the 400s most advanced.

Almost all Kirkland courses are open to Hamilton students, who should consult their advisers prior to election.

ARTS

Creative Writing

Creative Writing 101F, S An introduction to the fundamental problems of prose fiction and poetry. Enrollment limited to 16. Order of priority: Sophomores, freshmen, seniors, juniors. Mr. Burkard, T. Gallagher.

Creative Writing 199. Independent Study. Faculty.

Creative Writing 201F, S Poetry Workshop. A workshop for writers whose work and purpose have developed sufficiently to warrant concentration in poetry. Enrollment limited to 16. Prerequisite: Permission of instructor. M. Burkard, T. Gallagher.

Creative Writing 211F, S Prose Fiction Workshop. A workshop for writers whose work and purpose have developed sufficiently to warrant concentration in prose fiction. Students interested in playwriting should enroll in this course. Students interested in writing for children should consult the instructor. Enrollment limited to 16. Prerequisite: Permission of instructor. T. Gallagher, M. Burkard.

Creative Writing 299 Independent Study. Faculty.

Creative Writing 399 Independent Study. Faculty.

Creative Writing 499 Independent Study. Faculty.

Creative Writing 500 Senior Project. Faculty.

Dance

The dance program provides experience in both the performance and academic aspects of dance. Three levels of daily technique classes are offered to provide a thorough training in both ballet and modern dance. In order to participate, students must audition for placement in the appropriate level class. Within the limits of available space, classes are open to all interested students.

Students who complete the Advanced Dance sequence may plan their own technique studies, emphasizing ballet, modern or both.

In addition to courses in composition, history and Labanotation, students may undertake independent study in their own areas of interest, such as choreography, advanced Labanotation, therapy, historical research, and teaching methods. Occasionally, group independent studies are offered in teaching methods for ballet or modern and creative dance.

Qualified students may obtain professional certification in Labanotation through the Dance Notation Bureau, and in ballet through the Royal Academy of Dance. Performing experience is offered in the form of workshops, lecture-demonstrations and the annual spring concert.

Dance 102S Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. The course includes technique classes in several dance styles, discussions and lectures on dance and related subjects, field trips and special events. No prerequisite. Maximum enrollment 20. S. Heiland.

Dance 111F-112S Beginning Dance. Fundamentals of ballet and modern dance. Admission by audition. Maximum enrollment 20. S. Heiland, M. J. Warner

Dance 199 Independent Study. Faculty.

Dance 205F Elementary Labanotation. Analyzing, reading and notating movement used in ballet, folk and modern dance. Maximum enrollment 20. M. J. Warner. (Offered in alternate years; next given 1976–77.)

Dance 206S Intermediate Labanotation. A continuation of the Elementary course using more complex material. The class will emphasize practical experience; notating technique classes and reconstructing dance scores. Prerequisite: Dance 205. Maximum enrollment 20. M. J. Warner. (Offered in alternate years; next given 1976–77.)

Dance 211F-212S Intermediate Dance. A continuation of the study of ballet and modern dance. Admission by permission of instructors. Maximum enrollment 20. S. Heiland, M. J., Warner.

Dance 299 Independent Study. Faculty.

Dance 301F-302S History of Dance. The development of dance as an art form from Greek times to the twentieth century. Lectures, discussions and practical sessions in period dance. Entry into the second semester by permission of the instructor. Maximum enrollment 20. M. J. Warner.

Dance 305F Composition I. A study of the elements of choreography emphasizing explorations of rhythmic structure, dynamics and design. Prerequisite: Intermediate technique level and permission of the instructor. S. Heiland.

Dance 307F Composition II. The application of fundamentals from Composition I, developing into more complex choreographic work. Prerequisite: Dance 305 or permission of instructor. S. Heiland.

Dance 311F-312S Advanced Dance. The study of ballet and modern dance, emphasizing style and performance techniques. Students are expected to participate in workshops and concerts. Admission by permission of instructors. Maximum enrollment 20. S. Heiland, M. J. Warner.

Dance 399 Independent Study. Faculty.

Dance 499 Independent Study. Faculty.

Dance 500 Senior Project. Faculty.

Music

Music 101F-102S Theory I. Studies in melody writing employing both familiar and exotic scales and analysis of related musical works. Contrapuntal technique will be studied during the second semester. Evaluation based on class participation and regular written assignments. Prerequisite: Knowledge of basic music notation. *Note:* Ear training sessions will be given for Theory students and are also available to others. Must not be tone-deaf. Priority: Sophomores, freshmen, juniors, seniors. H. Hartwell and Faculty.

Music 104S Electronic Music I. Elementary electro-acoustical theory. Introduction to the ARP synthesizer. Elementary recording and editing techniques. Students will be responsible for the completion of one short project involving elementary electronic composition. Evaluation on the basis of the composition and classroom participation. Priority: Freshmen. Maximum accommodation in studio is 13 students. Faculty.

Music 199 Independent Study. Faculty.

Music 201F-202S Theory II. Concepts of harmony, counterpoint and form as the natural consequence of the material studied in Theory I. The course will focus on the music of the Baroque and Classical periods. Evaluation as in Theory I. Prerequisite: Music 102 or permission of instructor. H. Hartwell.

Music 203F Electronic Music Workshop. Advanced work with the synthesizer and with electronic manipulation of "found" sounds. Electronic music within an inter-media context. Recording and editing techniques will be stressed. May be repeated for credit at increasingly advanced levels. Students will be responsible for the completion of at least one work. Prerequisite: Music 104S or permission of the instructor. H. Hartwell.

Music 209F Analysis. A companion course to Theory II and III. Emphasis is on broad structural design. Pitch organization, sectional balance, structural and harmonic rhythm, register, timbre and texture, their mutual interactions, and the way in which they articulate form will be investigated. Works chiefly from the "period of common practice" will be analyzed. Evaluation based on classroom participation and regular written assignments. Maximum enrollment, 12. Prerequisite: Music 190. Faculty.

Music 221F Composition. Twentieth-century compositional techniques, including notational problems and score preparation. Evaluation on the student's increase in ability to structure musical ideas. Prerequisite: Music 102 or permission of the instructor. Faculty. (Offered in alternate years; next given 1976–77.)

Music 222S Orchestration and Arranging. The instruments of the orchestra will be investigated and, when possible, demonstrated. Idiomatic writing and orchestral transpositions will be stressed. Works for piano will be analyzed in order to discover an effective approach to their orchestration, and various styles of orchestration will be considered. Evaluation on class participation and on the student's own orchestrations. Prerequisite: Music 102 or permission of instructor. H. Hartwell. (Offered in alternate years; next given 1976–77.)

Music 231F Theory and Practice of Jazz. Melodic improvisation within an harmonic context. Harmonic extensions, substitutions and typical jazz progressions. Analysis of improvisations by Parker, Davis, Rollins and others from the post-1940 period. Evaluation on application and evidence of progress. Extensive outside listening and practice will be required. Prerequisite: Experience in jazz improvisation and/or permission of instructor. H. Hartwell. (Offered in alternate years, or as student interest and ability warrants; next given 1976–77.)

Music 299 Independent Study. Faculty.

Music 301F-302S Theory Workshop. Advanced studies in the music of the Romantic and Expressionist periods. Stylistic evolution as the result of the interaction between contrapuntal and harmonic aspects in the music of such composers as Schumann, Wagner, Mahler and Berg. Evaluation as in Theory I. Prerequisite: Music 202 or permission of the instructor. May be repeated at increasingly advanced levels with permission of the instructor. Faculty.

Music 399 Independent Study. Faculty.

Music 402S Junior-Senior Seminar. Content will be determined jointly by the students and instructor, in response to those needs which the student and the instructor perceive to have arisen during the student's prior musical career. The resulting focus may be integrative studies in the discipline as a preparation for graduate work, or special topics in music, especially those of an inter-arts nature. Evaluation will be based on oral reports, participation in critiques thereof and evidence of progress. Designed for senior and junior music majors; specially qualified sophomores with permission of the instructor. Faculty.

Music 499 Independent Study. Faculty.

Music 500 Senior Project. Faculty.

Performance. Students are encouraged to make musical performance an important part of their extra-curricular activities. They may participate in one or more of the following: Hamilton-Kirkland Choir, String Ensemble, Woodwind Ensemble and Brass Choir. Private instrumental and vocal instruction is also available. Admission to performance ensembles is by audition; private tuition is arranged by interview and necessitates an additional financial charge, normally $125 per semester. Junior and senior music sign-up sheets for auditions and interviews will be posted in the List Arts Center and Root Art Center at the beginning of the term.

Theatre

Theatre 101F-102S Introductory Acting. Training in the basic elements of an actor's craft: Movement, voice, senses, imagination, improvisation and characterization. Much of the first semester will focus on improvisation. During the second semester, the ensemble will focus on scenes, situations, circumstances and stage actions. Entry into the second semester with permission of instructor. Maximum enrollment 20. R. Umlas.

Theatre 103F, S Production. An introduction to the fundamental principles and techniques of theatrical production. Practice in the conceptualization and design of scripted productions. Each student will be involved in many aspects of theatre; for example, analyzing, designing, building, sewing, focusing, painting, managing — as production staff and crews for that semester's faculty directed production; the class will also act as the running crew for the production. At the end of the semester students may undertake individual (e.g., paper, designs, costume) or group (e.g., a studio production of a one-act) projects. *Note:* Any student who assumes a significant responsibility in any production during the semester may apply to have the work counted as a partial fulfillment of the requirements. No limit; open both semesters. May be taken up to 3 times at increasingly advanced levels by approval of the adviser and the Office of Academic Affairs. R. Umlas, C. Bellini-Sharp.

Theatre 199 Independent Study. Faculty.

Theatre 201F-202S Intermediate Acting. Developing an individual working method. An exploration of physical, vocal, emotional, intellectual and creative resources. Second semester emphasizes scene work, textural analyisis, character and scene development. Maximum enrollment 20. Entry into the second semester with permission of the instructor only. C. Bellini-Sharp.

Theatre 207F, S History of Theatre. A workshop for the practical and theoretical examination of major periods in the theatre's history. No limit. R. Umlas, C. Bellini-Sharp. (Offered in alternate years; next given 1976–77.)

Theatre 209F Script Analysis. The application of an analytical technique to the threatrical interpretation of selected scripts. The purpose of the course is to introduce a practical approach to script analysis applicable to any play-script from any period. Among the scripts to be analyzed are plays by Aeschylus, Jonson, Chekhov, Albee, and Pinter. R. Umlas.

Theatre 299 Independent Study. Faculty.

Theatre 301F-302S Directing Workshop. Research and analysis of scripts and design of action to prepare for working with actors. Readings from Appia, Stanislavsky, Meyerhold, Artaud, Brook, Grotowski. First semester: Direction of long scenes or short one act plays. Second semester: Presentation of longer works. Prerequisite: Four semesters of theatre courses of which at least two must be in acting or permission of the instructor. Entry into the second semester by permission of the instructor. Maximum enrollment 15. R. Umlas, C. Bellini-Sharp.

Theatre 303F-304S Advanced Acting. Problems in scene study, action metaphors, voice, characterization and styles with emphasis on individual acting problems. Prerequisite: Theatre 101-102, and Theatre 201-202 or by audition. Entry into the second semester by permission of the instructor. Maximum enrollment 15. C. Bellini-Sharp, R. Umlas. (Offered in alternate years; next given 1976–77.)

Theatre 310S Junior-Senior Seminar. The content of this course will be determined by the direction and needs of the theatre program. The resulting focus may be special individual preparations covering a wide range of areas in the discipline, or particular topics and workshops in theatre; for example, contemporary European theatre, design for directors, voice and speech for the stage, experimental theatre, etc. Evaluation will be based on oral reports, papers, participation, and other forms related to the specific topic and direction of the course for that particular semester. Prerequisite: Four semester courses in theatre. C. Bellini-Sharp.

Theatre 399 Independent Study. Faculty.

Theatre 499 Independent Study. Faculty.

Theatre 500 Senior Project. Faculty.

Visual Arts

Art 101F, S Drawing. A study of the basic elements of drawing including line, texture, mass and composition. Students will be expected to work from the model during class time, do outside assignments and participate in group criticism. Maximum enrollment 20. R. Muirhead, W. Salzillo.

Art 105F, S Two-dimensional Design. An exploration into visual language; a series of projects followed by group criticism. Maximum enrollment 20. R. Muirhead, W. Salzillo.

Art 107F, S Three-dimensional Design. Introduction to visual problems in three dimensions. Class consists of a series of projects followed by group discussion. Maximum enrollment 17. No prerequisite. J. Dodd.

Art 111F, S Ceramics I. Introduction to techniques in the use of clay. Traditional wheel, hand-building and glazing methods, including the creation of glazes at stoneware temperatures. Maximum enrollment 20. R. Palusky.

Art 199 Independent Study. Faculty.

Art 202S Drawing Workshop. An exploration in depth of concepts established in Drawing I. May be repeated for credit at increasingly advanced levels. Class size 18. Prerequisite: Art 101 or permission of instructor. R. Muirhead, W. Salzillo.

Art 203F, S Painting I. A study of the methods and techniques of oil painting with emphasis on still life, figures and landscape. Maximum enrollment 18. Prerequisite: Art 101, 105 or permission of instructor. R. Muirhead, W. Salzillo.

Art 205F, S Printmaking. Concentration in the process of intaglio printmaking, including etching, engraving, dry point, hard and soft ground techniques, aquatint, and lift ground method. Students will be expected to participate in group criticisms. Class maximum enrollment 15 to avoid overcrowding of equipment. Prerequisite: Art 101, 105 or permission of the instructor. W. Muirhead.

Art 207F, S Lithography. Study of the process of lithography through the techniques of drawing on stone or metal plates and printing in black and white or color. May include relief printmaking and silk-screen. Maximum enrollment 15. May be repeated for credit at increasingly advanced levels. Prerequisite: Art 101, 105 or permission of the instructor. R. Muirhead. (Offered in alternate years; next given 1976–77.)

Art 209F, S Sculpture. Basic materials course dealing in introductory problems of form and technique. Work in plaster, clay, wood and other materials. Designed to prepare students for exploration of methods and ideas. Prerequisite: Art 101 or permission of instructor. Maximum enrollment 15. J. Dodd.

Art 211F, S Ceramics II. Designed to develop techniques in hand-building beyond the introductory level. Glaze assignments at stoneware temperatures and the study of Raku, including simple kiln construction. Critiques on problems of technique and three-dimensional expression. Prerequisite: Art 111 or permission of instructor. Maximum enrollment 18. R. Palusky.

Art 299 Independent Study. Faculty.

Art 303F Painting Workshop. An exploration in depth of concepts established in Painting I. May be repeated for credit at increasingly advanced levels. Class limit 18. Prerequisite: Art 203 or permission of instructor. R. Muirhead, W. Salzillo.

Art 309F, S Sculpture Workshop. Advanced techniques, including welding, casting, carving, and other methods. May be repeated for credit at increasingly advanced levels. Maximum enrollment 15. Prerequisite: Art 209 or permission of instructor. J. Dodd.

Art 311F, S Ceramics III. Exploration of a broad range of glaze color and technique at earthenware temperatures. A portion of the semester will be devoted to the problems of kiln construction. May be repeated for credit at increasingly advanced levels. Prerequisite: Art 211. R. Palusky.

Art 399 Independent Study. Faculty.

Art 499 Independent Study. Faculty.

Art 400 Senior Project. Faculty.

Photography and Film

Photo 101F, S Photography I. Introduction to photographic communication. Aesthetic traditions and fundamental techniques, including the use of a variety of cameras and lighting and darkroom procedures, are studied. No prerequisite. Maximum enrollment 18. S. Liebman.

Photo 103F. Introduction to the Language of Film. An outline of film grammar, including a cross section of various film forms. Films discussed in relation to readings on theory and criticism. Evaluation based on papers and class discussion. Maximum enrollment 35. Priority: Freshmen, sophomores. N. Boxer.

Photo 116S Film Production I. Introduction to motion picture techniques. The course uses super-eight as its medium. The student is introduced to the decisions and mechanics of producing a sequence on film; scripting, directing, camera, lighting, editing. Maximum enrollment 18. Prerequisite: Experience in photography or permission of instructor. N. Boxer.

Photo 199 Independent Study. Faculty.

Photo 201F Intermediate Photography. This course is designed to be a vehicle for a further investigation of the photographic process through

the use of a variety of techniques and equipment including multiple printing, the use of the 4x5 camera, and the design and use of the pinhole camera. Maximum enrollment 18. Prerequisite: Permission of instructor. S. Liebman.

Photo 217F Film Production II. A continuation of Photo 116S, with the use of 16 mm. as the medium. The class is expected to work as a production crew in the shaping of a project. Some of this production work will involve video projects and, hopefully, a number of short efforts may be documentary or personal in style. Maximum enrollment 18. Prerequisite: Permission of instructor. N. Boxer.

Photo 220S Audio-Visual Workshop. Introduction to the basic audio-visual technology; sound recording, photography, super-eight film, video-tape and the related projection systems. The use of current experiences and materials in the classroom. Emphasis on individual resourcefulness in the application of techniques. Enrollment unlimited. N. Boxer.

Photo 221F Film Animation. Exploration of how the artist can make use of film time. A studio course for people with some experience in drawing, painting, still photography, graphics or any other aptitude which could be exploited in the making of a personal statement in the art of film. Maximum enrollment of 10 because of equipment. Prerequisite: Permission of instructor. N. Boxer.

Photo 299 Independent Study. Faculty.

Photo 300S Advanced Photography. A search for a more personal style is the central concern of this course. Students will be expected to utilize their photographic skills to explore areas such as surreal photography, the photographic story and photomontage. Maximum enrollment 18. Prerequisite: Permission of instructor. S. Liebman.

Photo 399 Independent Study. Faculty.

Photo 499 Independent Study. Faculty.

Photo 500 Senior Project. Faculty.

HUMANITIES

Art History 101F-102S Survey of the History of Western Art. Fall semester: Prehistoric art to the Late Middle Ages. Spring semester: The Renaissance to the end of the nineteenth century. Emphasis during the fall semester will be on the development of the classical style and the nature of its survival and influence in the Christian Middle Ages. During the spring semester, the Renaissance as style and concept, and the decline of the classical tradition in the nineteenth century will be emphasized. The aim of the course is not only to familiarize students with the major works of western art, but to introduce them to an art-historical approach and methodology. Students wishing to take 102 separately must have permission of the instructor. Open enrollment. R. Lieberman.

Art History 199 Independent Study. Faculty.

Art History 212S The Renaissance in the North. The emphasis will be on painting in the Netherlands, France and Germany, beginning with the international Gothic style in the late fourteenth century, then following the development of the northern style through the work of Jan van Eyck, Rogier van der Weyden and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Brueghel and the school of Fontainebleau in the sixteenth. R. Lieberman. (Offered in alternate years; next given 1976–77.)

Art History 222F Romanesque and Gothic Architecture. The main problems to be considered are the evolution of Romanesque style and the origins of the High Gothic elevation. The role of structure as style will be analyzed, and models of basic structural forms will be built. R. Lieberman.

Art History 241F Twelve Buildings. The course is intended as an introduction to the history of architecture through the consideration of twelve buildings: The Parthenon, the Pantheon, the Constantinian Basilica of St. Peter, Hagia Sophia, St. Etienne at Nevers, Chartres Cathedral, the Pazzi Chapel, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace and the Seagram Building. Evaluation will be based on class participation and brief papers on each of the buildings. R. Lieberman. (Offered in alternate years; next given 1976–77.)

Art History 258S American Architecture. The course is designed as a survey of architecture in the United States from the earliest colonial times to the mid-20th century. The major topics to be considered are the originals of regional colonial styles, the extent and nature of European influence in the formation of Roman and Greek revival styles, the importance of architectural pattern books for nineteenth-century house design, the skyscraper and the city. While the course will be organized topologically, careful attention will be given to individual architects, among them Bullfinch, Lafever, Richardson, Sullivan, Wright and Kahn. R. Lieberman. (Offered in alternate years; next given 1976–77.)

Art History 299 Independent Study. Faculty.

Art History 304S Michelangelo. A detailed survey of Michelangelo's works as architect, painter and sculptor. Enrollment is limited to students who have had at least two semesters of art history. R. Lieberman.

Art History 399 Independent Study. Faculty.

Art History 499 Independent Study. Faculty.

Art History 500 Senior Project. Faculty.

History

History 101F History: Some of its Philosophic Assumptions. This course is designed to acquaint the student with the complexity and

richness of historical study. The major work of a single historian will be investigated in depth as the basis of further study of the nature of historiographic problems, the sociological and psychological influences which affect historical writing, and some of the various methods, theories and philosophies of history. Open to freshmen, and on a space-available basis to sophomores. P. Marcy.

History 111F The Creation of Modern Europe. Themes in European history from the end of the Middle Ages to the rise of Absolutism. Topics considered include: The Reformation, the transition from feudalism to the centralized state, the growth of nationalism, and the dividing of Christendom. D. Miller. (Offered in alternate years; next given 1976–77.)

History 123F History and Identity. Students' personal histories and the more public events of the last two decades frequently intersect in revealing, often unsuspected ways. The course will examine a number of these intersections for two purposes: To clarify the role of authority in learning, and to test the limits and possibilities of historical understanding. Materials will include written histories, novels, films and students' recollections. Open to freshmen, and on a space-available basis to sophomores. D. Locke.

History 134S History of the Jewish People in the Middle Ages, 500–1750. A survey of medieval Jewish life as seen through its major centers: Babylonia, 500–1000; Western Europe, 1000–1500; Eastern Europe, 1500–1750. Both the heights, e.g. the Golden Age of Spain, 16th century renaissance, and the depths, e.g. expulsions, crusades and massacres, will be examined. The course will conclude with setting the stage for the modern period of Jewish history. D. Lasker.

History 137F The Idea of the Family in History. An historical study of the evolution of the family as a social ideal and as an institution in Western Europe and America. The course will also serve as an introduction to the discipline of history by examining the usefulness for historical research of various types of evidence, such as art, film and literature. The contribution of conceptual approaches from other disciplines such as anthropology, sociology and psychology will also be explored. E. Barazzone.

History 164F Introduction to Medieval Society. A thematic survey of European culture and politics from the seventh through fifteenth centuries, with emphasis on the development of relatively uniform religious, social and political structures and attitudes. Exemplary topics: Feudalism as a method of government, conflicts over the secular role of the church, and artistic themes as reflective of certain cultural issues. J. Townsend.

History 199 Independent Study. Faculty.

History 215F Renaissance Europe. A survey of the economic, political and intellectual nature of the Renaissance beginning in fourteenth-

century Italy and moving on to northern Europe in the fifteenth and sixteenth centuries. Close attention will be paid to the changing social context and to the forms of humanism. First-year students must have permission of instructor. Limited to 25. J. Townsend.

History 216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin and the Catholic Reformation. D. Miller.

History 221F Tudor/Stuart England. A survey of the political and religious history of England from 1485 to 1714 with attention given to the intellectual and social-economic events of the period. The course includes informal lectures and some discussion. Open enrollment. E. Barazzone.

History 222S Modern Britain. A survey of the political and imperial history of Britain from 1714 to 1950, with special attention given to economic-social conditions. Open enrollment. E. Barazzone.

History 231F-232S American Cultural and Intellectual History. A survey of the relationship between selected ideas and their cultural settings in American history. The course is designed to examine ways in which Americans have used intellect—in the broadest sense—to cope with the threats, challenges and promises of a rapidly changing culture. Some familiarity with American political and economic history is recommended. A two-semester survey: 231 from colonial times to the Civil War; 232 from Reconstruction to the present. Preference in enrollment first to sophomores and juniors. Students wishing to take 232 separately must have the permission of the instructor. D. Locke.

History 242S Women in Nineteenth-Century Europe. A study of the images and reality or women's roles and social position in the nineteenth century. The course will include major writers such as Mary Wollstonecraft, J. S. Mill and Friedrich Engels. Topics such as the call for women's rights during the French Revolution, the impact of industrialism on the family, educational reform and the suffrage movement will be studied. E. Barazzone.

History 245F Intellectual History of Europe I. A survey of important stages in the intellectual history of Europe through the Renaissance, with emphasis on changing theories of human nature and political authority. Extensive work with primary sources (philosophy, theology and literature) in translation. Prerequisite: One semester of history, religion or philosophy. J. Townsend.

History 246S Intellectual History of Europe II. An examination of some of the major trends in the intellectual history of Europe. Through analysis of selected primary documents and major works of historical interpretation, the course will survey the Enlightenment, Romanticism, Marxism and Socialism. D. Miller.

History 265F The Rise of Germany. A history of Germany from the

Enlightenment to the Weimar Republic, concentrating on the origins and development of the German Empire until its demise in 1918. D. Miller.

History 271F The Evolution of Christian Thought. The development of Christian doctrines and ideas from the founding of the church to the Reformation. Readings and class discussions focus on interpreting primary documents. Intended particularly for students with previous historical or theological preparation. D. Miller.

History 284F History of the European Lefts, 1815–1914. An historical study of the development of Marxism, Socialism and Anarchism and Syndicalism in nineteenth-century Europe. Major focus will be on the evolution of Marxism in its social and intellectual context. Subjects and figures to be dealt with in addition to Marx include Utopian Socialism, trade unionism and Social Democracy, Juares, Bernstein and Bakunun. Lectures and discussions. E. Barazzone.

History 299 Independent Study. Faculty.

History 301F Social and Economic Change in Britain, 1688–1850. Those in the seminar will examine the problems of social and economic change in a burgeoning industrial society. Special emphasis will be given to the role of demographic change, the development of entrepreneurial skill, the agricultural revolution and the social consequences of the first industrial revolution. P. Marcy.

History 324S. Up Against the Wall: The Witch Hunt in America. Case studies of incidents in American history during which real or perceived threats evoked organized responses that almost or did contravene accepted guarantees of process and judgment. Case studies may include: Salem witch trials, the Bavarian Illuminati, anti-Masonry and anti-Catholicism, the Haymarket affair and anarchism, immigration restrictions, the Red scare and the McCarthy phenomenon. Written work will include both short pieces and a longer investigation. Open to juniors and seniors with a background in American history, and to others with permission of the instructor. D. Locke.

History 331F Problems in Nineteenth-Century America: The Civil War. The course will focus on the Civil War as a national conflict devoid of the prior ideological justifications common to such wars. It will examine crystalization of regional loyalties and politics, and the nature of unionism before 1860, as well as post-war changes in institutions and society, as a means of identifying the emergence of a peculiarly American sense of nationality toward the latter part of the century. D. Locke. (Offered in alternate years; next given 1976–77.)

History 335F The American as Reformer. A group study of several Americans (with some emphasis on women) who had in common a critical unwillingness to accept cultural values, roles and assumptions of their times. The course will blend biography and social history in order to consider several related problems: The making of reform sensibility, the

difference between meliorative or fundamental change, the importance of role and the consequences of reform. Open to juniors and seniors with preparation in American history; to others with consent of the instructor. D. Locke. (Offered in alternate years; next given 1976–77.)

History 336S The Victorians. Those in the seminar will study some of the major ideas and concepts which helped to shape the Victorian mind as well as investigate the social setting in which these ideas developed. Previous work in English history or literature is recommended though not absolutely essential. P. Marcy.

History 346F Studies in Church History and Historical Theology. A seminar dealing with a different topic in the history of the Christian Church each year. Discussion of extensive common reading and reports on student's research and reflection. Topic for 1975–76: The Theology of C. S. Lewis and the Inklings; tentative topic for 1976–77: Dietrich Bonhoeffer and the church under Hitler. Preparation in Biblical studies or historical theology is required. D. Miller.

History 380S Ideas of History. The course, a study in the philosophy of history, will explore the problems of historical understanding, explanation, objectivity, causation and determinism through examination of some of the major nineteenth- and twentieth-century philosophers of history. P. Marcy.

History 399 Independent Study. Faculty.

History 499 Independent Study. Faculty.

History 500 Senior Project. Faculty.

Humanities

Humanities 101F Philosophical Ideas in Literature. The course is intended to provide a nontechnical introduction to selected philosophical problems for students who do not plan to concentrate in philosophy: The nature of the self, death and existential ideas of choice and freedom. For freshmen and sophomores except by permission. P. Morris.

Humanities 116F Utopian Theory and Practice. Reading and discussion of utopian literature and social criticism, with special attention to the critical appraisal of various life styles and "alternative futures." R. Roelofs.

Humanities 199 Independent Study. Faculty.

Humanities 299 Independent Study. Faculty.

Humanities 302S Painting and Poetry of the Nineteenth Century. An analysis of the relationship between literature, painting and the decorative arts during the nineteenth century, primarily in England. Among the subjects and figures to be considered will be Wordsworth, Constable, Keats, Turner, the Pre-Raphaelite Brotherhood, William Morris and the crafts movement, Swinburne, Ruskin, Pater, Huysmans, Wilde,

Beardsley and art nouveau. Prerequisites: Two semesters in one of the disciplines, one in the other. This course will count toward a concentration in either literature or art history. G. Bahlke, R. Lieberman. (Offered in alternate years; next given 1976–77.)

Humanities 320S Jung and Literature: Three Approaches. Extensive reading in the work of Carl Jung will precede study of selected literary texts from various periods, Jungian ideas on archetypes, on alchemy and on dreams will be explored as three separate systems appropriate for the study of literature. Work will proceed by the comparative method and such texts as Marlow's *Dr. Faustus* and Goethe's *Faust* will be read. Prerequisite: Two semesters of literature, one semester of a related field —i.e. anthropology, psychology or philosophy. This course will count toward a literature concentration. C. Rupprecht.

Humanities 331F/332S Neoclassicism, Enlightenment and Sensibility. A study of European literature of the seventeenth and eighteenth centuries in the context of intellectual history. Although certain philosophical, religious and political ideas will be examined by themselves, emphasis will be on the peculiar form and function of literature as an expression of or response to the intellectual issues of the time. Fall semester: The seventeenth and early eighteenth centuries. Readings will be organized around such topics as the conflict of faith and secular rationalism, the "geometric spirit" in philosophy and literary form, the idea of order in nature, the battles between reason and enthusiasm, the individual and the social order, and the idea of natural law and universal values. Authors to be read will include Corneille, Racine, Hobbes, Locke, Dryden, Congreve, Descartes, Boileau, Bunyan, Swift, Pope and Montesquieu. Formerly Literature 331. Spring semester: The later eighteenth century. Readings will be organized around such topics as the development of a new sense of personality, the conflict between individual and society, the relationship of reason and feeling in thought and conduct, the fantasy of primitivism, faith in the progess of enlightenment, and the development of a new sense of the historicity of man. Authors to be read will include Richardson, Fielding, Sterne, Lessing, Schiller, Goethe, D'Alembert, Diderot and Rousseau. Formerly Literature 332. Can be counted toward a literature concentration. H. Stabenau.

Humanities 399 Independent Study. Faculty.

Humanities 499 Independent Study. Faculty.

Humanities 500 Senior Project. Faculty.

Languages

English 201F/201S Expository Prose. Group and individual instruction directed towards the improvement of those writing skills most essential to college work. Wherever possible, assignments will be designed to meet the student's particular needs and interests. Some attention will be given to the handling of source materials. Please contact Humanities

Division Chairman before registering. Fall semester: (01) D. Sorenson, (02) N. Rabinowitz, (03) P. Rabinowitz. Spring semester: (01) D. Sorenson, (02) W. Hoffa, (03) H. Stabenau.

Language 101-2, 201-2 Critical Languages. A two year sequence in several languages with emphasis on oral proficiency. Students work with taped materials, meet regularly with native speakers in oral practice sessions, and are examined by a specialist at the end of each term. Languages offered for 1975–76 are: Chinese, Modern Greek, Italian, Portuguese and Swedish. In 1976–77 the following languages will be continued: Chinese 201-202; Modern Greek 201-202; Italian 201-202; Japanese 201-202; Portuguese 201-202; and Swedish 201-202. Beginning courses will be added, dependent in large part on student interest. G. Miller.

Hebrew 111F-112S Introductory Hebrew. First semester: Fundamentals of grammar, acquisition of vocabulary, brief compositions, readings of simple texts and conversation. All students will be expected to pursue additional hours of laboratory drill and exercise without additional credit. Second semester: Continued work in grammar, vocabulary, composition, conversation and the reading of texts. Students wishing to enroll in 112 must have taken 111 or the equivalent or have the permission of the instructor. D. Lasker. (Offered in alternate years; next given 1976–77.)

Hebrew 213F-214S Intermediate Hebrew. First semester: Review and continuation of basic Hebrew grammar and construction, increased vocabulary and reading skills. Emphasis will be on simple literature. Prerequisite: Hebrew 111-112 or equivalent. Second semester: Emphasis will be on written and oral self-expression. Prerequisite: Hebrew 213 or equivalent. D. Lasker.

Literature

Literature 101F, S Introduction to Poetry. An examination of the many formalizing devices used by poets to make their poems say what they want them to mean. This will entail a brief study of the English language itself, of metaphor and taxonomic violations of syntax, of meter and strophic and stichic forms, and finally of selected historical conventions and traditions. Its emphasis throughout, however, will be on the thorough and careful reading of particular poems. Fall semester taught by D. Sorenson. Spring semester taught by W. Hoffa.

Literature 103F Introduction to English and American Drama. The course will explore the wide variety of dramatic forms within the English and American tradition through a study of representative plays, including selections from medieval and Tudor drama, Elizabethan drama, Restoration comedy, early modern drama, twentieth-century American drama and theater of the absurd. Each of the works will be examined in relation to the dramatic and metaphysical norms of its own age and to the physical stage for which it was written, in an effort to explore the ways in

which drama reflects and responds to the world of its makers. E. O'Brien.

Literature 104S The Brontes. Readings and discussion of a selection of works of Anne, Emily and Charlotte Bronte, including juvenilia, novels and some poetry. The works will be considered in various contexts: As a reflection of the era in which they were written, as inner biographies of the authors, as an expression of characteristic concerns and conflicts of creative women and as formal structures. U. Colby. (Offered in alternate years; next given 1976–77.)

Literature 105F Twentieth-Century Fiction. The course offers an introduction to the major concerns and problems of literary analysis through the reading and discussion of selected short stories and novels. Among the writers to be discussed will be Joyce, Lawrence, Forster, Faulkner, Evelyn Waugh, Iris Murdoch, Elizabeth Bowen, Flannery O'Connor and Muriel Spark. G.Bahlke.

Literature 107S Psychology and Literature. Approach character analysis through the use of Freud, Rogers and Skinner's theories of personality. Texts include Charlotte Perkins Gilman's *The Yellow Wallpaper,* Anderson's *Winesburg, Ohio,* Joyce Carol Oates' *The Wheel of Love,* Faulkner's *Light in August,* Wright's *Native Son* and Plath's *The Bell Jar.* D. Sorenson.

Literature 113F Classical Myths—Contemporary Meanings. The course will emphasize Greek and Roman mythology with specific attention to those myths which have reappeared most noticeably in Western European literature. Some reference to Eastern mythologies will be made to stress the mythic perception of experience underlying all early cultural systems. Readings will include *Gilgamesh,* the Bible, Hesoid, Homeric Hymns, Ovid and others. Freshmen only or freshmen preferred. C. Rupprecht.

Literature 117F American Literature in the 1920's. A survey of selected works written by American authors during the historical period bounded roughly by the end of World War I and the beginning of the Depression, about 1918 to 1929. The course will examine representative achievements in fiction, drama and poetry, though the primary emphasis will be on short story and the novel. Consideration will be given to the popular culture of the era as well as to the social and intellectual forces which form the background for these works. Authors read will include Faulkner, Anderson, Hemingway, Fitzgerald, Lewis, O'Neill, Wharton and Dos Passos. W. Hoffa.

Literature 122S The House of Atreus. This course will study dramatic treatments of the myth of the house of Atreus, both classic and modern. Attention will be paid to the various ways in which the traditional story of Electra and Orestes is manipulated to produce a variety of aesthetic and emotional effects, and to support a variety of philosophical viewpoints. Included in the readings will be plays by Aeschylus, Sophocles,

Euripides, Hofmannsthal, Sartre, Giraudoux and O'Neill. N. Rabinowitz.

Literature 140F, S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift and Pope. Essays required. Prerequisite for Kirkland students: Two semesters of literature or one A.P. credit plus one semester of literature, or one semester of literature and instructor's recommendation. (Equivalent to Hamilton English 14.) Fall semester taught by W. Hoffa. Spring semester taught by G. Bahlke.

Literature 141F Faulkner. A close study of the major novels emphasizing the thematic coherence of the series as a whole and the function of stylistic and formal innovations. *Sartoris, The Sound and the Fury, As I Lay Dying, Light in August, Absalom, Absalom!, Go Down Moses!, Intruder in the Dust, The Hamlet, The Town* and *The Mansion*. H. Stabenau.

Literature 151F American Fiction Since W. W. II. Four contemporary American novels: *Catch-22* (Heller); *V* (Pynchon); *The Sot-Weed Factor* (Barth); and *Slaughterhouse Five* (Vonnegut). This course is designed to develop skill in textual examination and to foster self-reliance in reaching personal, critical positions regarding literary materials. Such positions will be articulated through class discussion and through papers (two short or one of longer length on each book). Evaluation based on level of competency achieved. S. Babbitt.

Literature 199 Independent Study. Faculty.

Literature 201S American Short Story. A study of selected twentieth-century American short stories representing both classics and contemporary experiments. Among the writers to be discussed will be Sherwood Anderson, Katherine Anne Porter, Ernest Hemingway, John O'Hara, Flannery O'Connor, Bernard Malamud, John Updike, John Barth and Donald Barthelme. H. Stabenau.

Literature 207F Dante, Petrarch and Boccaccio. Readings will include *The Divine Comedy, The New Life*, selected tales from the *Decamron*, Petrarch's sonnets and a selection of poetry by his followers in the fifteenth and sixteenth centuries. S. Lipmann. (Offered in alternate years; next given 1976–77.)

Literature 208S Tragedy. A study of the origins and development of the genre from classical times to the present. Dramas by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Corneille, Ibsen, Pirandello, O'Neill and Arthur Miller will be read and discussed. Students will be asked to do selected readings in the theory of tragedy. N. Rabinowitz. (Offered in alternate years; next given 1976–77.)

Literature 211F Introduction European Literature. This course is designed to acquaint the student with the broad outline of the development of European literature by means of a selection of characteristic nonfiction

lyric, epic and dramatic works from the Middle Ages through the eighteenth century. Readings will be drawn from such writers as Dante, Chretien de Troyes, Petrarch, Erasmus, Marlowe, Donne, Racine and Goethe. H. Stabenau.

Literature 213F-214S Forms of Modern Drama. An exploration of the possibilities and limitations of drama as a twentieth-century genre. Fall: Analysis and discussion of selected works by Ibsen, Strindberg, Chekhov, and Pirandello. Evaluation of such movements as realism, naturalism and expressionism as expanding or contracting the range of drama and its effectiveness. Spring: Major works by Brecht, Sartre, Beckett, Ionesco and other 'Absurdists.' Evaluation of the capacity of these works to deal in depth with the intellectual, spiritual and political crises of recent decades. 214 may be taken separately by permission of the instructor. Open to 40. U. Colby. (Offered in alternate years; next given 1976–77.)

Literature 217S The Renaissance Image of Man. This course will examine changing views of man as reflected in major works of Renaissance literature, Continental and British. After acquiring some background in the Renaissance conception of the world and man's place in it, we will consider several works that embody the idealism of the earlier Renaissance, including Castiglione's handbook, *The Courtier;* Book I of Spenser's *The Faerie Queen;* and selections from pastoral literature and love poetry. In the second half of the course, we will read works in which this idealism is seriously questioned, among them Machiavelli's *The Prince;* Shakespeare's *King Lear* and Cervantes' *Don Quixote*—works in which the protagonists go mad; and the *Essays* of Montaigne, who asked 'What do I know?' Finally, we will read two plays that portray man as an actor in the theater of the world, Shakespeare's *The Tempest* and Calderon de la Barca's *Life is a Dream*. S. Lipmann. (Offered in alternate years; next given 1976–77.)

Literature 219S The Renaissance Image of Woman. From the Laura of Petrarch's *Rime* in the very beginnings of the Renaissance to the Eve of Milton's *Paradise Lost* at its end, the image of woman in literature undergoes a significant transformation. Moving from medieval polarities of seductive sinfulness and idealized saintliness, representations of woman increased in complexity. Women could appear as secular idealizations, androgynous martial maids, heroines, whores and ladies of wit and courtliness. Works will include the lyrics of Petrarch, Sceve and Wyatt; selections from the epics of Ariosto, Spenser and Milton; the prose of Castiglione, Rabelais and Sidney; and the drama of Shakespeare and his predecessors. C. Rupprecht.

Literature 221F Literature of the Nineteenth-Century American Woman. The literary work as a response to and an expression of the situation of women in nineteenth-century America will be explored through a reading of Emily Dickinson, Sara Orne Jewett, Kate Chopin, Edith Wharton and others. The study of common themes and problems will be

balanced by a consideration of regional, economic and cultural variables as they relate to individual perceptions and literary modes. E. O'Brien.

Literature 227F The Harlem Renaissance. The cultural movement experienced by Afro-Americans in Harlem during the 1920's was labeled the 'Harlem Renaissance.' Others then, and now, disputed the label and denied the occurrence. The musical, artistic, social and economic aspects of this rich and controversial topic will be explored, but chief emphasis will be on the prose and poetry of the period. Authors studied will include Countee Cullen, Claude McKay, Langston Hughes, James Weldon Johnson, Wallace Thurman, Zora Neale Hurston, Jean Toomer, Rudolph Fisher, Jessie Fausset, Nella Larsen, Arna Bontemps and Carl Van Vechten. C. Rupprecht.

Literature 228F The Magic Mountain: Death, Intellect and Morality. A close reading and analysis of the novel by Thomas Mann will be followed by a study of some of the works and concepts that provided its raw materials and helped to shape its forms. Background works will include Wolfram von Eschenbach's *Parzival*, selections on alchemy, Novalis' *Hymns to the Night*, Goethe's *Faust*, Wagner's *Tristan and Isolde*, Nietzsche's *Birth of Tragedy* and excerpts from *Thus Spake Zarathustra*, Freud's 'The Interpretation of Dreams' and Dostoevski's *Crime and Punishment*. U. Colby. (Offered in alternate years; next given 1976–77.)

Literature 229F Image and Symbol. Focus on the modern sensibility and the literary use of images leading to the symbolic rendering of mood, idea and experience. Readings to include selected poetry and writings by Flaubert, Dostoevski, Mann, Kafka and Bellow, among others. D. Sorenson.

Literature 230S Southern Literature. Representative works will be approached as literature, but also as illustrative of psychological, social, political, religious and economic factors contributing to violent behavior. Authors to be read include Roberts, Faulkner, Warren, Caldwell and O'Connor. Supplementary use of videotapes on the subject of violence. D. Sorenson.

Literature 235F/236S American Comedy. A survey of writings from the seventeenth century to the present which emphasize the incongruity between American ideals and the historical facts of the American experience, for the purpose of producing laughter and reconciliation. While the primary emphasis will be upon 'literary' materials, consideration will be given to the American comic vision as it has also been expressed in the cartoon, cinema, radio and television. Fall: A study of the various schools of American humor of the eighteenth and nineteenth centuries which led to the artistic achievement of Samuel Clemens, America's greatest 'humorist.' Authors read will include Franklin, Irving, Brackenridge, Bierce, Clemens and Ade. Spring: A study of urban-ethnic humor, the *New Yorker* writers, 'Black' humor and contemporary fiction, as well as of radio, cinema and TV comedy. Authors read will include Lardner, Faulk-

ner, Thurber, Barth, Pynchon and Heller. Students will be asked to keep a journal and submit several formal essays. Those who have taken 235 will be given preference in admission to 236. W. Hoffa.

Literature 244F English Poetry of the Renaissance and the Twentieth Century. This course will begin with a review of the problems involved in the analysis of poetry. Such aspects of poetry as imagery, metaphor, diction, tone of voice, meter, form and structure, will be isolated while their function in individual poems will be explored. The models for this part of the course will be drawn largely from sixteenth- and seventeenth-century poetry. The major part of the course will involve an exploration of the relationship between the poetry of the English Renaissance and the twentieth century which will focus upon the reappearance in modern poetry of such characteristics as irony, wit, and dramatic and meditative modes. Poems will be drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, Eliot and Dylan Thomas. Prerequisite: One semester course in poetry, or consent of the instructor. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 250S The Singer of Tales. A course in the art of story-telling which will draw on both oral and written traditions and will require both oral and written works. Faculty. (Offered in alternate years; next given 1976–77).

Literature 251F The Hero as Failure. Nineteenth-century Russian literature presents a recurring image of a weak male hero unable (intellectually, emotionally and sexually) to come to terms with a stronger and more adaptable woman. This course will examine this theme in detail, viewing it both as a reflection of Russian attitudes toward love, and as a metaphorical expression of the political frustration faced by enlightened intellectuals in a repressive society. Included will be novels, short stories, plays and criticism by Pushkin, Lermontov, Belinsky, Gogol, Turgenev, Chernyshevsky, Dostoevski, Chekhov and others. P. Rabinowitz.

Literature 297S The Study of Literature: Critical Tools. The purpose of this course is to help the student develop her interest in literature by surveying the various kinds of questions that can be asked about it. The course will begin with the ways in which the reader's immediate responses can be developed into a coherent interpretation. We will then consider such broader problems as the following: How can a work be related to the life of its author, to other literary works, and to other disciplines, including philosophy, history and psychology? These different approaches to literature will be applied to several novels, poems and plays. Students will develop individual projects in conference with other members of the course and report on their experiences in carrying them out. The student should thus learn to react to literature in a more sophisticated way and to develop a critical outlook which is both personal and systematic. This course is required for all literature concentrators, starting with the class of 1978. P. Rabinowitz.

Literature 299 Independent Study. Faculty.

Literature 301F Seminar: James Joyce. A study of the development and shifting emphases of Joyce's art through close reading and discussion of *Dubliners, A Portrait of the Artist as a Young Man, Ulysses* and selected passages from *Finnegans Wake*. The greater part of the course will be given to *Ulysses*. Enrollment limited to 15. G. Bahlke.

Literature 302S Seminar: Virginia Woolf. The purpose of the seminar will be to explore the way in which Virginia Woolf attempted new technical approaches to the problem of representing reality adequately in the form of the novel and to define simultaneously the major concerns in her writing. The concentration on the work of a single novelist in the seminar should make it possible to pursue the various directions her writing took from *Jacob's Room* to her last novel, *Between the Acts*. Enrollment limited to 15. G. Bahlke.

Literature 303F Modern Poetry. A detailed consideration of three major poets, W. B. Yeats, T. S. Eliot and W. H. Auden, with particular attention to the way in which their poetry developed and changed, and to their quest for appropriate modes in which to embody their differing responses to their own age. Limited to 30. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 304S Modern Poetry. A careful consideration of ideas and techniques in selected poems by modern British and American poets from G. M. Hopkins to Ted Hughes. Among the figures to be read will be Lawrence, Thomas, Gunn, Frost, Stevens, cummings, Roethke, Lowell and Wilbur. (This course does not duplicate the material of the fall term course in modern poetry, and may be taken either as a continuation of the earlier course or separately from it. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 305F Seminar: The Novels of E. M. Forster and D. H. Lawrence. The course will explore the fusion of social and visionary modes in the novels of these authors. Preliminary consideration of the influence of George Meredith's theory and practices of comedy on Forster's 'Italian' novels (*Where Angels Fear to Tread, A Room with a View*) will lead to a careful consideration of *Howards End* and Forster's aesthetic theory as expressed in *Aspects of the Novel*. Lawrence's theoretical writing will constitute background for a reading of *Sons and Lovers* and *The Rainbow*. Forster's *Passage to India* and Lawrence's *Women in Love* will be considered at greater length as major examples of the prophetic mode in twentieth-century literature. Limited to 15. G. Bahlke. (Offered in alternate years; next given 1976-77.)

Literature 307F Herman Melville. A study of the major novels and short fiction from *Typee* to *Billy Budd*, the course is designed for students interested in exploring the full range of Melville's fiction. The works will be treated chronologically in conjunction with basic biographical materials in an effort to bring into focus Melville's ever-changing form of

'truth-telling' and its relation to his evolving vision of life. That vision will also be considered in relation to its nineteenth-century American context. Readings will include: *Typee, Omoo, Redburn, White-Jacket, Moby-Dick,* 'Benito Cereno,' 'Bartleby,' 'The Piazza,' *The Confidence-Man* and *Billy Budd*. E. O'Brien.

Literature 312S Realism. Through a reading of selected major novels from European, British and American literature, the students and instructor will explore the variety of new ways in which novelists of the twentieth century have confronted the problems of the depiction of reality. The figures to be read will include Mann, Gide, Woolf, Joyce, Kafka, Camus, Faulkner and Bellow. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 318S Egoism: The Novelist as Moralist. Many novelists have seen that although individualism may be a virtue, excessive individualism tends to become egoism. The course will focus on the depiction of this moral failing as it shapes the relationships of men and women in major British novels from Richardson's *Clarissa* to V. Woolf's *To the Lighthouse*. Special attention will be paid to the techniques employed by various authors in the depiction and analysis of this theme. N. Rabinowitz.

Literature 321F/322S Shakespeare. A reading of Shakespeare's plays and poetry, in conjunction with a variety of British and Continental works that will provide thematic, generic and historical contexts. Fall: Histories and Tragedies. Spring: Comedies and Romances. Freshmen admitted by permission of instructor only. C. Rupprecht.

Literature 327F-328S Romanticism. An attempt to come to an understanding of Romanticism as an esthetic, religious, philosophical and psychological phenomenon. Continental, British and American authors will be read. Among these are Rousseau, Blake, the Schlegels, Goethe, Novalis, Tieck, Wordsworth, Coleridge, Byron, Chateaubriand, Poe and Hawthorne. Students are strongly encouraged to take both semesters; admisssion to Literature 328 by permission of instructor only. Faculty. (Offered in alternate years; next given 1976–77.)

Literature 331F/332S Neoclassicism, Enlightment and Sensibility. (See Humanities 331F/332S.) H. Stabenau.

Literature 335S The Poetry of D. H. Lawrence and Dylan Thomas. The seminar will involve both careful and extensive reading and discussion of these two poets in an attempt to define an aesthetics directed toward the illumination of salient characteristics of each one's work, and thus the underlying similarities and differences between the two. Prerequisite: One semester course in poetry, or consent of the instructor. G. Bahlke.

Literature 399 Independent Study. Faculty.

Literature 495F Senior Seminar: Problems in the Novel. Through

reading and discussion of selected nineteenth- and twentieth-century British, European and American novels, as well as criticism of fiction, the seminar will be directed toward the elucidation of such specific aspects of the novel as the conduct of the narrative, characterization, setting, symbolism, style and structure. At the same time, it will consider the shift in sensibility reflected in the movement from a realistic and social conception of the novel to a more lyrical and individual one. The following works will be read: *Wuthering Heights, Madame Bovary, Fathers and Sons, Middlemarch, The Portrait of a Lady, The Immoralist,* 'Tonio Kroger' and 'Death in Venice,' *Women in Love, Mrs. Dalloway* and *The Sound and the Fury.* G. Bahlke.

Literature 499 Independent Study. Faculty.

Literature 500 Senior Project. Faculty.

Philosophy

Philosophy 102S Introduction to Philosophy. An introduction to philosophical problems and methods. Topics will include the evaluation of arguments, the justification of perceptual claims, the existence of other minds, freedom of the will, and the possibility of moral knowledge. The approach will be analytical rather than historical or existential; considerable stress will be placed on the logical and linguistic techniques characteristic of recent British and American philosophy. Students may not receive credit for both Hamilton Philosophy 11 and Philosophy 102. R. Roelofs.

Philosophy 111F Knowledge and Self-Knowledge. An introductory exploration of the distinctive claims of knowing based upon the appeals to reason, experience, will and intuition. Discussion of the ways in which self-knowledge and self-identity are defended in theory and struggled for in practice. Readings include Plato's early *Dialogues,* Hume's *Dialogues Concerning Natural Religion,* Bergson's *Two Sources of Morality and Religion,* Schopenhauer's *World as Will and Idea,* James' *Will to Believe* and Camus' *Myth of Sisyphus.* Evaluation based on class participation, written assignments and class presentations. Additional reading suggestions will be made in connection with individual paper interests. C. S. Frazer.

Philosophy 114S Introduction to Existentialism. A study of existentialist works by Kierkegaard, Nietzsche, Sartre, Jaspers, Heidegger and others. For freshmen and sophomores, except by permission. P. Morris.

Philosophy 141S Logical Reasoning. An introduction to the methods of argumentation and reasoning. We shall begin with a consideration of the commonly used patterns of informal argument, including a study of the common fallacies involved in such arguments, and then move toward the development of a more formal treatment of inference. Special attention will be given to developing our abilities to evaluate critically informal arguments. R. Werner.

Philosophy 199 Independent Study. Faculty.

Philosophy 208F Theism and Atheism. Philosophical discussion of the classical proofs of the existence of God, together with several counter-proofs. Attention will also be given to recent doubts concerning the usefulness of theological discourse. May not be taken for credit by students who have already taken Hamilton Philosophy 41 or Religion 41. R. Roelofs.

Philosophy 219F Introduction to Ethics. An introduction to the vocabulary of moral philosophy and the forms of moral and evaluative reasoning. Critical comparison of different systems of morality, with special attention to Plato, Aristotle, Mill, Kant and selected contemporary moral philosophers. R. Roelofs.

Philosophy 220S Contemporary Moral Issues. A philosophical investigation of some current controversies concerning social ethics. Topics to be covered include the problems of world starvation, environmental crises, the legitimacy of war and use of violence, the abortion controversy, changing sex roles in contemporary society, the institution of marriage and, finally, the prospect for human survival in the modern world. R. Werner.

Philosophy 222S Aesthetics. Clarification of some of the principal contemporary philosophical issues concerning the nature and function of the work of art. In the spring of 1976 special consideration will be given to the art of film and possibly to one other art form. Attention will be given to the nature of cinematic space and time; the nature of film symbolism; and realism, unrealism and surrealism in film. In addition to the regular meetings for discussion of philosophical readings, students will be asked to participate in meetings with artists and teachers who represent various forms of art, and to attend films and other types of artistic events. P. Morris.

Philosophy 244S Marxism. An investigation of writings from the young Karl Marx to the later works of Marx and Engels. The emphasis will be on Marxism as a humanism (rather than an economic or scientific theory), with an eye toward understanding historical Marxism in light of modern Marxist scholarship. We shall also read and discuss some of the contemporary and historical evaluations of Marxism from the socialist, democratic and anarchist points of view. R. Werner.

Philosophy 249F Kierkegaard and Nietzsche. These nineteenth-century thinkers are considered to be among the most important forerunners of the existentialist movement. Selected basic works will be examined comparatively and critically. P. Morris.

Philosophy 251F American Philosophy. A consideration of the major American pragmatists—C. S. Pierce, William James and John Dewey. The emphasis will be on pragmatism as a developing unified movement rather than on these individual philosophers as isolated phenomena. We

will be dealing with such topics as methodology, metaphysics, theory of value, ethics and philosophy of religion, all within the pragmatic framework. Other major figures from this period in American philosophy will also be read and discussed in light of their contributions to and influences on the development of pragmatism. R. Werner.

Philosophy 256S Topics in Philosophy of Psychology. In the Spring term of 1976, the topic will be Psychological Perspectives on Human Nature and Human Values. Readings from Aristotle, Freud, Skinner, Rogers and Piaget. Evaluation based on class participation, written assignments and class presentations. Additional reading suggestions will be made in connection with individual paper interests. C. S. Frazer.

Philosophy 268S Contemporary Ethical Theory. An investigation of twentieth-century moral philosophy concerned chiefly with such 'meta-ethical' issues as the meaning of ethical terms and the justification of ethical judgments. Readings from G. E. Moore, Charles Stevenson, R. M. Hare and others. Some attention will also be given to the logic of preference and decision, for example, that of von Wright. Prerequisite: Two semester courses in philosophy, or one course in ethics and permission of instructor. May not be taken for credit by students who have already received credit for Hamilton Philosophy 45. R. Roelofs.

Philosophy 299 Independent Study. Faculty.

Philosophy 329F Phenomenology and Existentialism. A consideration of some of the main ideas of the phenomenological and existentialist movements. Philosophers to be discussed will be selected, for the most part, from among the following: Brentano, Husserl, Scheler, Jaspers, Heidegger, Sartre and Merleau-Ponty. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S) or permission of instructor. P. Morris.

Philosophy 331F Aristotle Seminar. Following a study of Aristotle's methodology and metaphysics as presented in the *Organon*, an investigation of his philosophy of nature, psychology and ethics to see whether Aristotle carries through in practice what he proposes in theory. An attempt will be made to understand and interpret the Aristotelian world-view in light of our investigations. R. Werner.

Philosophy 334S Sartre. A seminar for the student who wishes to understand the more difficult of Sartre's existentialist writings. The course will concentrate primarily on *Being and Nothingness;* one or more of his brief early works will also be discussed. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S) or permission of instructor. P. Morris.

Philosophy 339F Hume Seminar. Reading and discussion of Hume's major philosophical works and selections from his history and essays in order to explore the relationship between Hume's skepticism and his substantive knowledge claims. Seminar format would include both written and oral presentation by each student. Prerequisite: One year of

History of Philosophy (Hamilton 21F-23S) or permission of instructor. C. S. Frazer. (Offered in alternate years; next given 1976–77.)

Philosophy 342S Kant. Reading and discussion of selected writings of Immanuel Kant, including the full text of the *Critique of Pure Reason*, together with recent commentaries. The course will be conducted as a seminar, each participant being expected to present up to three substantial papers. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S). Enrollment limited to 10. R. Roelofs.

Philosophy 399 Independent Study. Faculty.

Philosophy 499 Independent Study. Faculty.

Philosophy 500 Senior Project. Faculty.

Jewish Studies (Religion)

Religion 134S History of the Jewish People in the Middle Ages. (See History 134S.) D. Lasker.

Religion 145F Modern Jewish Movements. An examination of the many different movements, both religious and secular, into which today's Jews are divided. These movements include Orthodoxy, Conservatism, Reform, Reconstructionism, Hasidism, Zionism, Socialism and others. These groups will be examined both historically and analytically in an attempt to understand their basic positions and attitudes. This course can serve as an introduction to modern Judaism. D. Lasker.

Religion 199 Independent Study. Faculty.

Religion 201F Rabbinic Thought and Literature. D. Lasker. (Offered in alternate years; next given 1976–77.)

Religion 256S Medieval Jewish Philosophy. An examination of three major medieval Jewish philosophers: Saadiah, Judah Ha-Levi and Maimonides. Basic problems and trends. Relation to Islamic and Christian philosophy. Prerequisite: Introductory philosophy course. D. Lasker. (Offered in alternate years; next given 1976–77.)

Religion 281F Jewish-Christian Intellectual Relations. An examination of the ways in which Jews and Christians have related to each other through the ages. The emphasis will be on intellectual aspects, i. e., theological, philosophical issues, rather than on political, economic or social factors. Polemical and apologetical literature of the different periods will be investigated. The course will attempt to form an understanding of the major differences between the two religions and what aspects have ameliorated or exacerbated these differences. Prerequisite: One course in religion or philosophy, or permission of the instructor. D. Lasker.

Religion 292S Philosophical and Mystical Traditions of Judaism. Various fundamental questions of life and religion have found answers in a

number of different theological frameworks. Two such classical Jewish frameworks are philosophy and mysticism. This course will examine these two approaches, seeing how each deals with the basic problems and comes to separate conclusions. Students will be expected to read and react critically to a number of primary sources. Prerequisites: One course in religion or philosophy, or permission of instructor. D. Lasker.

Religion 299 Independent Study. Faculty.

Religion 399 Independent Study. Faculty.

Religion 499 Independent Study. Faculty.

Religion 500 Senior Project. Faculty.

SCIENCES

History of Science

History of Science 101F Mind and Matter. Is mind merely one of the products of matter or is matter a creation of the mind? This question underlies the constant tension between mechanistic and vitalistic theories in biology. This course will examine vitalistic and mechanistic explanations in biology as they appear in seventeenth-century physiology, eighteenth-century embryology, nineteenth-century evolutionary theory and twentieth-century neurophysiology. Evaluations based on knowledge of assigned reading, a series of short essays and classroom discussion. R. Rinard.

History of Science 113F The Warfare of Science and Religion. "When we consider what religion is for mankind and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them." Alfred North Whitehead. To aid in such a decision, this course will examine the historical encounters between modern science and religion including such topics as: Newton and natural theology, Darwin and the fundamentalists, and the place of faith in a technological society. Lecture and discussion, with evaluation based on knowledge of material as shown by written work and class participation. Open to sophomores, juniors and seniors. R. Rinard.

History of Science 127F Ancient Science I. Emergence of science from a complex of myth, religion and magic. Topics will include: The Pyramids and the enigma of Stonehenge; Presocratic rationalism and Pythagorean number-mysticism; Plato's *Timaeus;* the Aristolelian cosmos; Lucretius and atomistic thought. Far Eastern concepts will be considered where possible. Open to Freshmen. Class limit 30. N. George.

History of Science 128S Ancient Science II. Early biological thought, with emphasis on Greek biology and medicine. Works of Hippocrates, Aristotle and Galen, with some study of Eastern and Near Eastern concepts. No prerequisite, but Ancient Science I or a course in classical

antiquity or philosophy is recommended as background. N. George. (Offered in alternate years; next given 1976–77.)

History of Science 199 Independent Study. Faculty.

History of Science 222S Occult and Pseudo-Sciences. A survey of witchcraft, physiognomy, phrenology and animal magic continuing into nineteenth-century spiritism and "psychic science." The final weeks of the course will be devoted to an investigation of developments in ESP and related phenomena of parapsychology. Emphasis on the interplay of occult and pseudo-scientific thought and the state of "legitimate" science. Priority to sophomores and juniors; seniors by permission of instructor. Class limit 30. N. F. George.

History of Science 299 Independent Study. Faculty.

History of Science 301F Seminar in the History of Alchemy and Early Chemistry. Detailed analysis of some major alchemical and protochemical texts. Representative topics: The *Tabula Smaragdina* and the mystical school of alchemists; Geber, the *Summa Perfectionis* and alchemy as practical chemistry; Michael Maier's *Atlanta Fugiens* and alchemical graphics; Jung's alchemical archetypes; Boyle's *Sceptical Chymist* and the decline of alchemy; Paracelsus and the iatrochemists. Limited to 15 students; priority to juniors and seniors with science or history of science background; sophomores with permission of instructor. N. F. George. (Offered in alternate years; next given 1976–77.)

History of Science 303F Science of Romanticism. Subjectivism and speculation in the early nineteenth-century. Topics will include: Goethe's color theory and relativism; Schelling, *Naturphilosophie* and the problem of pantheism in Romantic science; Neopythagorean attitudes and humanistic response to scientific method. Open to sophomores with permission of instructor; priority to juniors and seniors. Class limit 20. N. F. George.

History of Science 304S Problems in the History of Contemporary Science. A seminar in the identification and analysis of important developments in twentieth-century science. Students may choose one of three major tracks: (1) science and society (2) change in scientific thought (3) cultural aspects of science. Each group will work out, with the instructor, a list of important topics, and individual members of the group will assume responsibility for a topic, to be presented as a paper at the end of the term. Groups will meet independently to discuss progress reports; one lecture weekly will deal with areas of common concern for all groups. Limited to 15 students; priority to juniors and seniors with science or history of science background. N. F. George.

History of Science 314S The Darwinian Revolution. An examination of the history of evolutionary concepts. Topics to be covered will include pre-Darwinian evolutionary concepts of Lamarck, methodology, the cultural impact of the *Origin of Species* and post-Darwinian debates about

the mechanism of evolution. Evaluations will be based on class discussions, knowledge of assigned reading and a research paper. R. Rinard.

History of Science 399 Independent Study. Faculty.

History of Science 499 Independent Study. Faculty.

History of Science 500 Senior Project. Faculty.

Mathematics

Mathematics 160S Introduction to Computing. No prerequisite. Introduction to programming and computing. Emphasis will be on problem solving and data analysis in the social and physical sciences. Credit will not be given for both 160 and 170. With instructor's consent, 160 will satisfy the 170 prerequisite for advanced courses. R. Ellison.

Mathematics 170F Introductory Computer Science. A first course in computers developing algorithms to treat numerical and non-numerical problems. Includes such topics as simulations, data structures and assembly language. Prerequisite: Hamilton Mathematics 14 or 15. (Equivalent to Hamilton Mathematics 17S.) R. Ellison.

Mathematics 199 Independent Study. Faculty.

Mathematics 250F Computer Organization and Programming. Topics in assembly language programming, including representation of data, addressing, logic design, arithmetic units, input-output systems and systems software. Prerequisite: 170 (or Hamilton 17). R. Ellison.

Mathematics 299 Independent Study. Faculty.

Mathematics 370F Programming Languages. Topics include formal definition of programming languages including specification of syntax and semantics; simple statements including procedure, infix, prefix and postfix notation; global properties of algorithmic languages including scope of declaration, storage allocation, grouping of statements, binding time of constituents, subroutines, coroutines and tasks; list processing, string manipulation, data description and simulation languages; and run time representation of program and data structures. Prerequisite: 250 and Hamilton 33 or consent of the instructor. R. Ellison.

Mathematics 380S Algorithms and Data Structures. Introduction to data structures such as queues, trees and lists. Additional topics on analysis of algorithms and programming. Techniques include computational complexity, recursion and dynamic programming. Prerequisite: 250 *and* Hamilton 33 *or* 250 *and* consent of the instructor. R. Ellison.

Mathematics 440S Seminar. Selected topics such as information theory, formal languages and operating systems. May include a major class project such as design and implementation of a compiler. Prerequisite: 370, 380 or consent of the instructor. R. Ellison.

Mathematics 499 Independent Study. Faculty.

Mathematics 500 Senior Project. Faculty.

SOCIAL SCIENCES

Anthropology

A concentration in anthropology consists of eight courses in anthropology, including 111, 113 (or Hamilton 13), Hamilton 35, 490 (Hamilton 49) and the Senior Project. Additionally, concentrators must take either: (1) two years of a foreign language, or demonstrate equivalent command of such a language, or (2) two courses related to the methodology of social sciences.

Anthropology 111F, S Introduction to Physical Anthropology. An introduction to the subject matter of physical anthropology—evolutionary theory, human evolution, human biology and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of neo-Darwinian evolution and then focuses upon human biological and cultural evolution. Open enrollment. R. Kautz.

Anthropology 113F, S Cultural Anthropology. An introduction to the comparative study of cultural behavior and its relation to political, religious and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. (Equivalent to Hamilton 13.) D. Raybeck.

Anthropology 199 Independent Study. Faculty.

Anthropology 221F Traditional Chinese Culture and Society. A survey of the social, economic, political and religious institutions of the Han Chinese, emphasizing those factors responsible for the continuity of traditional Chinese society through time. Prerequisite: An introductory course in Anthropology or consent of the instructor. D. Raybeck. (Offered in alternate years; next given 1976–77.)

Anthropology 224S Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with and emphasis on syncretic traditions in the area. The course will concentrate primarily on the cultures and societies of Malaysia, Indonesia and the Philippines. Prerequisite: Anthropology 113 (or Hamilton 13) or consent of the instructor. Evaluation will be based on class participation, a class presentation and two take-home exams. Open enrollment. D. Raybeck.

Anthropology 299 Independent Study. Faculty.

Anthropology 322F Paleoecological Techniques for the Archaeologist. A seminar dealing with techniques of ecofact manipulation commonly employed by modern scientific archaeologists. The course will cover population estimation, the analysis of osteological, malacological and botanical evidence as well as field techniques of sampling, dating, flotation and type collection preparation. Class requirements will include a fairly substantial number of readings as well as in-class presentations

and lab demonstrations. Participation will be with permission of the instructor. R. Kautz.

Anthropology 332S Social Interaction. The emphasis of this course is on interpersonal perception and behavior and the relation of these to social roles and the social structure of social interaction. Two contrasting models will be employed to study covert aspects of social behavior. Readings will be drawn from the fields of psychology, anthropology, science fiction, etc. Students will be expected to analyze their own responses to selected social situations. Prerequisite: Consent of the instructor. Evaluation will be based on class participation, short papers and a research project in which the student will be expected to apply concepts and methods learned in the course. D. Raybeck. (Offered in alternate years; next given 1976–77.)

Anthropology 333F Psychological Anthropology. The emphasis of the course is on social psychological problems in a cross-cultural context. Topics to be considered include the relationship between personality and culture and the varying ways in which culture influences social and environmental perceptions. The course will also examine the effects of stress upon cultural and personality systems. Prerequisite: A social psychology course, an introductory anthropology course or permission of the instructor. D. Raybeck.

Anthropology 334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. A wide range of topics will be discussed, from dating methods and the value of faunal analysis, through traditional problems of typology, to more recently perceived problems of societal reconstruction. The class will be conducted as a seminar with the students reading and reporting on selected topics. Prerequisite: Anthropology 111, 113 (or Hamilton 13) and consent of the instructor. R. Kautz.

Anthropology 341F North American Indians. An introduction to the cultures of the North American Indian. Emphasis will be placed upon the cultures of the American natives as they were when and immediately before Europeans began to colonize the continent, and upon past and present relationships between the Indian and the white man. The course is designed to give the student knowledge of the diversity of Indian cultures in North America, a detailed knowledge of some of these groups and a basis for understanding current problems involving the Indian. Prerequisite: Anthropology 113 (or Hamilton 13) or Hamilton 35, or consent of the instructor. R. Kautz. (Offered in alternate years; next given 1976–77.)

Anthropology 342S North American Prehistory. An examination of the history of the American Indian north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. If possible, field trips will be taken into the surrounding countryside to examine archaeological sites relevant to the discussion of

northeastern prehistory. Prerequisites: Anthropology 111 and 113 (or Hamilton 13) or consent of the instructor. Anthropology 341 is recommended but not required. R. Kautz. (Offered in alternate years; next given 1976–77.)

Anthropology 366S(H36S) Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics and theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure and ideology. Archaeological, historical and ethnographic methods of analysis. Prerequisite: 113 (or Hamilton 13) and Hamilton 35. R. Kautz and G. Jones.

Anthropology 399 Independent Study. Faculty.

Anthropology 490F (H49F). Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisites: Anthropology 113 (or Hamilton 13) and Hamilton 35. D. Raybeck.

Anthropology 499 Independent Study. Faculty.

Anthropology 500 (H50) Senior Seminar (Senior Project). Individual research projects are developed, presented and discussed in the context of a seminar emphasizing the application of method and theory to the interpretation of anthropological evidence. Open only to seniors concentrating in anthropology. Faculty.

Education

Education 201F-202S Basic Methods in Elementary Education. In the first semester, students will produce lesson plans and resource units, and learn strategies of formulating questions and implementing presentation techniques. Laboratory assignments with young children include observations and participation one morning per week. Evaluation will be based upon mini-lessons and other class participation, resource units and written laboratory reports. Second semester, the course will focus on appropriate teaching techniques in a developmental reading program with attention to the school environment and the needs of individual students. Laboratory work, one hour of tutoring daily for the first half of the semester, is required. Evaluation will be based on class participation, twelve short papers, twenty activity cards and laboratory reports. M. Kowalewski.

Education 301F-302S Methods and Content of Elementary Education. (A) Field-oriented, competency-based course in elementary education. (B) Sequential skill development in arithmetic concepts. Production of curricular and manipulative materials for learners. Daily tutoring in arithmetic in the public schools, eight weeks. (C) Development of resource unit in language arts. Peer teaching and microteaching, eight-week lab. (D) Development of social studies resources unit; mini-course

in content area. Teaching lab in area schools, February–May. Prerequisite: Education 201F-202S may be elected concurrently. E. Hendricks.

Education 321S Teaching the Gifted Child. (Formerly Education 201.) Problems of curriculum design and teaching strategies for highly able children. Work will be based on a study of theories of giftedness and creativity, and on observations of children in classrooms. An introductory course in psychology or education is not a prerequisite but is recommended. E. Hendricks.

Education 401F Senior Seminar in Diagnostic and Prescriptive Teaching and Senior Seminar in Materials and Methods. Analysis and critique of teaching problems and processes encountered in the practice teaching program. Advanced techniques and materials for elementary reading and other aspects of the curriculum. Record keeping, planning, assessment and evaluatory strategies and techniques. Open only to seniors in the professional semester, by permission of instructors. *Counts as two course credits.* E. Hendricks and M. Kowalewski.

Education 434F Practice Teaching. Supervised teaching in the elementary schools, taken concurrently with Education 401. Students electing this Professional Semester option must plan to devote full time to it, and may not elect other courses during this semester. Permission of instructor required. *Counts as two course credits.* E. Hendricks and M. Kowalewski.

Education 500 Senior Project. Faculty.

Government

Government 112F Comparative Politics. An introduction to the study of foreign political systems. The objective of the course is (1) to achieve a more realistic understanding of how foreign governments and politics function, and (2) to study the problem of analyzing similarities and differences among governments in other parts of the world. The content of the course will therefore include material on selected western and non-western political systems and an examination of such basic concepts as: Political culture, political groups and parties, political elites, political participation, bureaucracy, policy-making and political development and change. In addition to the assigned reading, members of the class will be asked to work on topics to be selected in conference with the instructor. (Equivalent to Hamilton Government 12.) Open enrollment. Faculty.

Government 116F, S American Political Process. An introduction to American national institutions: Congress, the Presidency, the Courts and bureaucracy. Special attention will be given to such topics as political culture, political behavior, the role of elites and social class. (Equivalent to Hamilton Government 16.) Open enrollment. J. Bacheller.

Government 199 Independent Study. Faculty.

Government 213F Politics in the Soviet Union. A systematic analysis of the Soviet political system, concentrating on the themes of persistence and change over time. Among the topics studied will be intra-elite interaction, the role of the dissenting minorities and intelligentsia, central management of a complex society and alternating patterns of social control. J. Ross.

Government 214S Politics in Western Europe. A comparative study of government and politics within Western Europe, concentrating on the smaller as well as the larger European systems. Among the topics studied will be the role of political culture, cleavage and consensus, governmental stability and instability, bureaucratic responsibility and the emergence of a European community in the 1970's. J. Ross. (Offered in alternate years; next given 1976-77.)

Government 215F Politics in Latin America. A survey of the major political forces within Latin American societies, concentrating on the theme of development within traditional parameters. Among the topics considered will be class cleavage and political instability; the roles of the Church and the military; political culture and ideology; the impact of external powers upon domestic politics; and the implications of varying modes of development. J. Ross.

Government 216S Revolution and Political Change. A comparative analysis of revolution as an agent of socio-political change. Attention will be paid to the sources and processes of revolutions and revolutionary movements. Both general theories of revolution and selected case studies of both successful and unsuccessful revolutions will be presented and interrelated. J. Ross. (Offered in alternate years; next given 1976–77.)

Government 219F American State Politics. This course is designed to acquaint students with some of the distinctive aspects of politics at the state level. Topics discussed will include political parties, citizen participation, regionalism and state political culture, policy formation and characteristics of state legislatures, executives and judiciaries. Prerequisite: Government 116 (or Hamilton 16). Concentrators have priority. J. Bacheller.

Government 221F Public Opinion. An examination of how Americans form political opinions and the ways in which they act upon them. Voting behavior will be studied along with other models of the ways in which public opinion is transmitted to policy makers. Prerequisite: Government 116 (or Hamilton 16). Priority for concentrators. J. Bacheller. (Offered in alternate years; next given 1976–77.)

Government 222S Interest Groups in American Society. Economic organizations such as businesses, trade associations, labor unions, agricultural groups and professional associations have played an important role in influencing the public policy-making process. Ideological and other non-economically based organizations have also sought influence

over policy decisions. In this course, theoretical models and empirical descriptions of the impact of these groups on the policy-making process are considered. In addition, characteristics of interest groups as organizations and the nature of their interactions with other political actors are discussed. Prerequisite: Government 116 (or Hamilton 16). Priority for concentrators. J. Bacheller.

Government 223F (H23F) American Parties and Politics. The political party is the primary linkage between Americans and their political system. We will examine the parties' performance of this function as well as current problems of party structure, reform and finance. Field research into state and local parties. Prerequisite: Government 116 (or Hamilton 16) or consent of the instructor. Priority will go to concentrators. J. Bacheller. (Offered in alternate years; next given 1976–77.)

Government 229F(H29F) Introduction to the Scope and Methods of Political Science. Introduction to the philosophical, theoretical and methodological concerns of modern political science. Required of all majors by the end of their junior year. Prerequisite: Two semester courses in government. J. Ross.

Government 299 Independent Study. Faculty.

Government 300F Political Research. In this course students will find out how to perform research into social and political behavior. Problems of sampling, survey technique, aggregate data analysis, statistical methods, hypotheses formulation and computer use will be examined. Students will participate in a group project involving the design and conduct of a public opinion survey. Prerequisite: Two semester courses in government, or consent of the instructor. Priority will go to concentrators. J. Bacheller.

Government 313F Ideology and the Political System. A comparative study of the role of ideology within the political system. Different ideological forms will be studied within the contexts of both developed and developing, authoritarian and pluralistic political systems. The content of several ideologies will be examined in relationship to their functions within different types of politics. J. Ross. (Offered in alternate years; next given 1976–77.)

Government 314S Recent Empirical Political Theory. An overview of recent and current work in empirical political theory. Among the theoretical structures explored will be theories of power, systems theory, game theory, structural functionalism, communications theory and others. An emphasis will be placed upon the utility of these formulations in political analysis. J. Ross. (Offered in alternate years; next given 1976–77.)

Government 335F Politics in Urban Areas. This seminar is concerned with the structure and function of urban political systems in the United States. Historical and current views of political power in urban areas will be discussed. Government 36S, offered at Hamilton, continues the

examination of urban power and problems. Prerequisite: Government 116 (or Hamilton 16) and one other semester course in government. J. Bacheller.

Government 399 Independent Study. Faculty.

Government 499 Independent Study. Faculty.

Government 500 Senior Project. Faculty.

Psychology

Psychology 11F Introduction to Child Development. A survey course in the field of experimental psychology. Among the topics to be covered will be personality and social development, learning in children, infant development, language development and thought process in children. S. DeMyer-Gapin.

Psychology 112F, S Introduction to Personality. A survey of major approaches to the study of normal personality, including psychodynamic, behavioristic and phenomenological/existential theories, as well as their related assessment techniques and psychotherapeutic methods. D. Begelman, J. Lindmark, B. Wittmaier.

Psychology 114S Introduction to Social Psychology. A survey of the theoretical empirical literatures dealing with problems of human social behavior. Topics to be covered will include social interaction, cooperation and conflict, person-perception, conformity, attitudes, group processes, aggression and the influence of personality on social behavior. J. Lindmark.

Psychology 199 Independent Study. Faculty.

Psychology 201F Psychology of Women. While the psychoanalytic theories of Freud and Horney will be examined, the major aim of the course will be to explore the more recent data and theories in this "new area" of psychology. Among the topics to be considered will be sex differences in infancy and early childhood personality characteristics of women, sexual behavior in women (pregnancy, childbirth, lactation, fantasies), "mental illness" in women and the psychological impact of aging on the woman. Prerequisite: Sophomore standing. S. DeMyer-Gapin.

Psychology 209F Psychology of Death. Another taboo falls. More and more people now talk openly about death. We will examine death and the process of dying from a variety of perspectives including the psychological, theological, medical, artistic, literary and musical. In addition to readings and class discussions we will meet with professionals who must regularly deal with the dead, the dying and their friends and relatives. The focus of the course will be on coming to grips with death as a part of life. B. Wittmaier.

Psychology 213F, S Humanistic Psychology. Humanistic psychology is

an empirical but decidedly person-centered approach to understanding human behavior and the nature of man. Man, according to the humanistic psychologists, should be studied more in life situations than in laboratory settings. The subject matter is, therefore, human experience and what it means. The focus is on what and why man thinks, feels and acts the way he does. This course is primarily a discussion-oriented study of some of the literature and research representing this approach. D. Muilenberg.

Psychology 215F Social Psychology of Education. The course focuses on a number of social psychological issues in educational settings. Emphasis will be on higher education. Topics considered will include relationships between faculty and students, the influence of education on a variety of attitudes and values, and the evaluation of the education experience. B. Wittmaier. (Offered in alternate years; next given 1976–77.)

Psychology 217F Human Motivation. An examination of the variables that influence the direction, intensity and persistence of behavior. Empirical research and theoretical formulations in such areas as stress, emotions, sleep and dreams, early experience and fantasy will be studied. B. Wittmaier. (Offered in alternate years; next given 1976–77.)

Psychology 299 Independent Study. Faculty.

Psychology 302S Self-Concept and Social Interaction. An examination of social and interpersonal determinants of self-concept, with emphasis on the dual nature of the self, both as subject and object, and on the problems of self-awareness, self-presentation and self-alienation. Readings will include theoretical writings, empirical research and relevant novels. Prerequisite: Two psychology courses including one of the following: Psychology 111,112 or 114 (Anthropology 332 may be substituted for a psychology course.) D. Sherrod. (Offered in alternate years; next given 1976–77.)

Psychology 322S Cognitive Development. An exploration of some selected aspects of cognitive development with emphasis on Piagetian psychology, language development, intelligence and its measurement. Major theorists and experimental data will form the basis of the course materials. Prerequisite: Two psychology courses including at least one of the following: Psychology 111,114, Hamilton 10, 36, 39 or permission of the instructor. S. DeMyer-Gapin.

Psychology 324S Advanced Child Development. A study of the major methodological issues in developmental psychology. Topics will include ethical issues in using children as subjects, problems in infant research, ecological versus experimental orientations and research strategies in the study of developmental change. Students will be required to initiate and carry out an experiment in the area, preferably using infants or children as subjects. Three hours of seminar plus three hours of independent

laboratory work to be arranged. Prerequisite: Psychology 111, 112, 114 or Hamilton 10, and Hamilton Psychology 21. S. DeMyer-Gapin.

Psychology 326F Understanding the Causes of Behavior. This seminar focuses on a number of theoretical and empirical articles in the field of attribution theory. The process by which people infer the causes of their own and others behavior are considered in detail. Attribution of moral and legal responsibility and the determinants and educational implications of ability and motivation ascriptions are among the topics that will be considered. Prerequisites: Two psychology courses, including Psychology 112 or 114, or permission of the instructor. J. Lindmark.

Psychology 334S Abnormal Psychology. An exploration of empirical and conceptual problems arising over the treatment, classification and explanation of the behavior disorders. Emphasis will be on a critical rather than a descriptive approach to psychopathology. Prerequisite: Two Psychology courses, including one of the following: Psychology 111, 112 or 114. D. Begelman.

Psychology 335F Advanced Personality. A consideration of some major findings from studies of personality. Attention will be given to specific research areas rather than broadly based theoretical approaches, e. g., anxiety, personality and social behavior, and experimental psychopathology. Research methods in personality will also be examined. Prerequisite: Psychology 111,112 or 114 and junior standing. B. Wittmaier.

Psychology 337F Advanced Social Psychology. A study of research methods and contemporary theoretical perspectives in social psychology. Emphasis will be placed both on the research process in general and on topics of current interest as examples of specific research approaches. Such topics may include attribution theory, perceived control reactance theory, altruism or others, depending on staff and student interest. Students will initiate and carry out research projects and, where feasible, may continue such projects as independent studies in the spring. Three hours of class plus other hours of laboratory to be arranged. Prerequisite: Psychology 114 or permission of the instructor and Hamilton 21 (which may be taken concurrently.) J. Lindmark.

Psychology 340F Anxiety and Stress. While these terms appear regularly in both popular and scientific discussions, there is little agreement concerning the nature of anxiety and stress, their measurement or their effects. The course will focus on current research attempts to clarify these basic issues. Relevant research is by psychologists in such diverse disciplinary subareas as neurophysiology, biochemistry, personality, and clinical, educational and social psychology. Data from naturalistic settings will also be examined. Prerequisite: Two courses in psychology. B. Wittmaier.

Psychology 341S Concepts in the History of Psychology. A critical examination of concepts that have played a key historical role in the

development of psychology as a science. Discussions will center around the writings of both behavioral scientists and philosophers who have contributed significantly to the clarification of these concepts. Prerequisite: Two courses in psychology. D. Begelman. (Offered in alternate years; next given 1976–77.)

Psychology 391S Behavior Therapy. Introduction to the theory and practice of experimental support for the use of specialized techniques in the treatment of the behavior disorders. Discussion and demonstration of current clinical methods inspired by the work of Pavlov, Skinner, Hull, Mowrer, Guthrie, Wolpe, Lazarus, Cautela and their students. Three hours of lecture and three hours of laboratory to be arranged. Prerequisite: Two courses from among the following: Psychology 302, 321, 322, 334, 337, 390, 391, Hamilton 15 or 27 and permission of the instructor. D. Begelman.

Psychology 399 Independent Study. Faculty.

Psychology 499 Independent Study. Faculty.

Psychology 500 Senior Project. Faculty

Sociology

A concentration in sociology consists of an introductory course (101), six additional courses, including 301 and 302, and the Senior Project.

Sociology 101 Introductory Sociology. The course is divided into five sections, each of which serves to fulfill concentration requirements and to allow entry into upper-level sociology courses.

> **Sections 01F and 02F.** An introduction to the sociological perspective on human behavior, its limitations and potential advantages. The course will examine major social processes and institutions. Some attention will be paid to cross-cultural comparisons, although most material will deal with selected facets of American society. D. Gilbert.
>
> **Section 03F, S.** Fundamental sociological concepts. Analysis of social structure, social forces and the process of human interaction. D. Gray.
>
> **Section 04F, S.** Examines the contributions and limitations of the sociological perspective for the understanding of human behavior. Fictional and political observations of society will be used along with sociological studies in making this assessment. Material on social movements, conflict and changes will be contrasted with structural and institutional analyses to illuminate both the dynamic and stable aspects of social life. J. Lowry.
>
> **Section 05S.** The emphasis will be on learning to think conceptually about social phenomena. Students will be presented with classic and contemporary theoretical and empirical statements

which define the nature and uniqueness of a social level of analysis. Students will be expected to demonstrate prowess at conceptualizing and analyzing social phenomena. A. Sallett.

Sociology 199 Independent Study. Faculty.

Sociology 202S Social Institutions. Analysis of major social institutions in human society. Specific attention will focus on the functions which such institutions perform for individuals and society as a whole. D. Gray.

Sociology 204S Social Stratification. Social causes and consequences of inequalities in the distribution of wealth, income, power and prestige in contemporary and historical societies. Power structures, class conflict, social mobility, class differences in social behavior, etc. Special attention to theories of Marx, Weber, Lanski and the functional school. D. Gilbert.

Sociology 210F Occupations and Professions. Societal roles of occupational group types, of occupational careers, inter-occupational cooperation and competition, and processes of professionalization will be examined. Special attention will be given to areas of discrimination including findings of racial, sexual, marital and age related issues in the work experience. J. Lowry.

Sociology 222F Population Problems. A study of the problems of quality and quantity of population including the theories of population increase and problems of composition, distribution, differential fertility, population pressure and internal migration. Students are expected to understand what the major issues are in various areas, and to formulate tentative positions that they can defend with scientifically valid arguments. Basic data sources, measurements and methods of analysis will be presented and assessed. Prequisite: One social science course. J. Lowry.

Sociology 291F, S Becoming Deviant. This course examines the social processes associated with the transformation of conforming persons and groups into deviants. The effects of labeling, power and groups as socializing agents, and the contributions of the person to the development of a deviant identity will be emphasized. Students will be presented with theoretical and empirical materials which account for various aspects of the process of becoming deviant. Students will be expected to demonstrate an appreciation of the strengths and weaknesses of these materials and use them as tools to develop their own perspective toward the analysis of deviant behavior. Prerequisite: Sociology 101 or consent of the instructor. A. Sallett.

Sociology 299 Independent Study. Faculty.

Sociology 301F Research Methods. The first part of this course will cover the interplay of sociological theories and research techniques. Consideration will also be given to some of the ethical issues raised by social scientific inquiry. The remainder of the course will outline the

aspects of research from design to evaluation of a completed report. This will include: Problem formulation (theory, conceptualizing variables, controls, establishing testable hypotheses), sampling, data collection (several techniques with respect to information desired, researcher effects and preparation for analysis), analysis (basic description, summary statistics, testing hypotheses, measures of association), presentation and interpretation (tables, findings, writing a report) and evaluation. Class exercises will accompany all stages of research procedure. These can be based on one term-long project designed and carried out by one student or a research team. Prerequisites: Junior standing and concentration in social science discipline. J. Lowry.

Sociology 302S Sociological Theory. Examination of contemporary theoretical perspectives. Consideration of these perspectives will include their historical origins and development within the sociological discipline. D. Gray.

Sociology 304S Political Sociology. Relationship between social structures and the distribution and exercise of power in contemporary and historical societies. Power elites, class consciousness, voting behavior, mass movements, revolution and related topics. Theories of classical and contemporary political sociologists including Marx, Weber, Pareto, de Tocqueville, Mills, Lipset and Aron. D. Gilbert.

Sociology 314S The Social Organization of Protest, Reform and Revolution. This course is an effort to explain the structural sources of social movements which seek to bring about social change by employing means which more or less depart from institutionalized political channels. Of particular interest are the processes which transform unorganized persons and groups into a social movement. Finally, the conditions under which such movements succeed or fail will be analyzed. Prerequisite: Sociology 101 or consent of the instructor. A. Sallett. (Offered in alternate years; next given 1976–77.)

Sociology 315F American Social Thought. Examination of the major strands of American thought from Colonial to modern times. "Individualism" as a central American value will be particularly examined. D. Gray.

Sociology 316S American Social Structure. Sociological analysis of the structure of contemporary American society. The transition from agrarian to industrialized society will be examined, including its effects on American social character. D. Gray. (Offered in alternate years; next given 1976–77.)

Sociology 320F Aging and Social Roles. This course explores the new developments in the sociology of aging especially social gerentology. Though there is this emphasis on later life, the entire life cycle will be examined with some attention to cross-national studies. The societal problems related to aging will be given special consideration along with

theories of personal adjustment and implications for social policy. J. Lowry.

Sociology 325S Social Control. An analysis of universal techniques of social control. Examination of individual conformity to social norms and values in the interest of social stability and continuity as well as group and/or individual deviance will be undertaken. D. Gray.

Sociology 337F Consciousness, Power and Social Structure. The purpose of this course is to examine social structural entities which more or less determine the schemes of interpretation which persons and groups use to make sense out of everyday experiences. Prerequisite: Sociology 101. A. Sallett.

Sociology 340F Organization, Power and Alienation in Industrial Society. The purpose of this course is to examine some of the implications of a social order dominated by a network of complex organizations. The relationship between complex organization and power and the relationship between the complex organization and the person will be analyzed. Evidence and argument will be presented to evaluate the thesis that complex organizations control the requisites of survival and luxury in industrial society. Moreover, such organizations are inaccessible to ordinary persons and groups, and, consequently, the individual is rapidly losing the ability to control significant features of everyday existence. Prerequisite: Sociology 101, or consent of the instructor. A. Sallett.

Sociology 397F Durkheim, Marx and Weber. The purpose of this course is to examine the contributions Durkheim, Marx and Weber have made to the explanation of the division of labor in modern industrial and post-modern industrial societies. Prerequisite: Sociology 101. A. Sallett.

Sociology 399 Independent Study. Faculty.

Sociology 401F Sociology Seminar. Classic sociological issues. The development of the discipline and its relationship to orientations, issues and debates characteristic of contemporary sociology. This course is recommended for students concentrating in sociology but is also open to those in other disciplines interested in the current state of sociology and social science. Faculty members of various disciplines will occasionally participate. D. Gray.

Sociology 499 Independent Study. Faculty.

Sociology 500 Senior Project. Faculty.

GENERAL INFORMATION

The College and Its Resources

Undergraduate Life

Cultural Life

Student Organizations

The College and Its Resources

Hamilton College is situated near the center of New York State, ten miles from the city of Utica, one mile from the village of Clinton, and six miles from the nearest New York State Thruway Exit (32). The post office address of the college is Clinton, New York 13323.

The Oneida County Airport, served by Allegheny Airlines, is within 10 miles of the campus. The Syracuse airport, with service to all major cities, is an hour's drive away. Utica is also served by Amtrack rail service and Greyhound Bus Lines. There is local bus service between Utica and Clinton.

BUILDINGS AND GROUNDS

The campus is a wooded park of approximately three hundred acres overlooking the Oriskany and Mohawk valleys. Other college land includes the Root Glen, given to Hamilton in 1971 by the Root Glen Foundation. Twenty years earlier, through the generosity of the Root family, the College was given the Root Wild Garden, more than two hundred acres of land south of the Root Glen. In all, the buildings and grounds consist of 900 acres and 27 buildings, most of them compactly arranged in three quadrangles *(See campus map, inside back cover).*

Dormitories

The College operates the following dormitories: *Kirkland* (1840), *North* (1842), *Carnegie* (1904), *South* (1906), *Dunham* (1958)

and *Bundy* (1971). Dunham houses freshmen, with upperclassmen in the other buildings. The Wallace B. Johnson House, with accommodations for 22 students, will open for Spring Term, 1976. In addition, a limited number of housekeeping units for upperclassmen are available in the Griffin Road Apartments.

Single rooms, multiple rooms and suites are available in all dormitories. Essential furniture—beds, desks, chairs and dressers — is provided. All dormitory beds are three feet wide and six feet six inches long. Rooms are leased for the academic year only. The buildings are closed during Christmas and spring vacations. The College reserves the right to use dormitory rooms vacated during the winter study period.

Dining Halls

There are two dining halls on the Hamilton campus, the *Soper Commons*, gift of Arthur W. Soper, Honorary 1893, Alexander Soper, 1867, and James P. Soper; and the *Bundy Dining Hall* in the Bundy residence quadrangle. The basement of the Commons contains a pub where beer and light refreshments are available in the evening. In addition, Hamilton students on the board plan may eat at *McEwen Dining Hall* on the Kirkland campus. Kirkland students may eat at either Commons or Bundy, as well as at McEwen.

The Library

Hamilton's library collection is housed in the new $5.4-million Daniel Burke Library, named for a member of the Class of 1893 who was for many years chairman of the Board of Trustees. The building, completed in 1972, was designed by Hugh Stubbins, the architect, in consultation with Keyes D. Metcalf, Librarian Emeritus of Harvard University. The new structure gives Hamilton one of the outstanding small-college library facilities in the nation. The Burke Library has been designated by the Central New York Library Resources Council as the Bibliographic and Reference Center for a four-county region.

The Library collection numbers more than 300,000 volumes and is growing at the rate of 10,000 volumes a year. About 1,000 periodicals are received regularly, together with an increasing amount of microprint material. A great deal of additional mate-

rial is available through interlibrary loan arrangements with other libraries.

Students have free access to the stacks and are instructed in the use of catalogues, bibliographies, and reference works, and in other research techniques. Research desks for students undertaking independent studies and term papers are provided. Books may be borrowed for a full semester and no library fines are imposed.

Noteworthy among the Library's special collections are the Ezra Pound Collection, the Rare Book Collection, the Alumni Collection of books written by and about graduates of the College, the Samuel Hopkins Adams Collection of College and Regional History, the Edward Robinson Collection of books on Palestinian travel, and the Walter Beinecke West Indian Collection.

In addition, an area of the first floor of the library, known as the Browsing Room, contains easy chairs and books of current interest for leisure reading.

The Observatory

The Hamilton College observatory was constructed in 1975 and enables the College to revive a tradition in astronomy which dates back to the 1850s. At that time, Hamilton had the second largest telescope in the United States, presided over by Professor Christian H. F. Peters, a pre-eminent astronomer of the day.

Made possible through a gift of Elihu Root III, the observatory dome houses an 11¼" Maksutov telescope. There are also several smaller telescopes. The observatory is off College Hill Road, on Martin's Lane, a quarter-mile from the main campus.

Computer Center

The Hamilton-Kirkland Computer Center is located on the lower level of the Burke Library. Campus computer services are provided by a combination of a local NCR 101 computer system and a 24-hour-a-day remote line to Cornell University's IBM 370-168 computer system. This gives the college community access to the full capabilities of the most powerful IBM system currently in operation.

The Center offers short courses to students and faculty to prepare them for use of the system and assists them in the prep-

aration and implementation of their projects. Through the Computer Center continuing efforts are being made to use the computer as an integral part of the curriculum.

Classrooms, Laboratories, Offices

Six buildings are devoted to instruction: *Silliman Hall, Benedict Hall of Languages, Root Hall,* the *Chemistry Building,* the *Science Building,* and the *Root Art Center.* Silliman Hall (1889), originally the gift of Horace B. Silliman, Honorary '90; Benedict Hall (1897), the gift of Horace Harper Benedict, class of 1869, and the Chemistry Building, which was erected in 1903 and rebuilt and enlarged in 1930, all provide classroom facilities. Root Hall (1897), given by Elihu Root, class of 1864, in memory of his father, Oren Root, class of 1833, contains classrooms, administrative offices and art studios. The Science Building, constructed in 1925 and enlarged in 1965, contains a science library, departmental classrooms, and laboratories in physics, geology, biology (equipped with an electron microscope), psychology and anthropology. It also houses the Oren Root Mineralogy Collection, originally assembled around 1850 by Mr. Root, which now consists of more than 100,000 specimens of fossils, rocks and minerals. The Root Art Center (1804), was formerly the home of the late Edward Wales Root, an eminent art collector. In addition to art galleries, it contains the offices of the Music Department, classrooms, practice and listening rooms and a record library.

Buttrick Hall

Built originally in 1812 as the college dining hall, Buttrick is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then superintendent of buildings and grounds and registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, the diplomat and winner of the Nobel Peace Prize. In 1926 it was reconstructed as an administration building and today houses the offices of the President, the Provost and other officers of the College. Meetings of the trustees and faculty are held in the building.

Bristol Campus Center

The William McLaren Bristol Campus Center, opened in 1966, is

a four-story student activities building named after the co-founder of the Bristol-Myers Co., a member of the class of 1882. Funds were provided primarily by his sons, William M. '17 and the late Lee H. '14; they were joined by other members of the family and friends. Facilities include a large snack bar, six bowling lanes, billiards, table tennis, book store, mail center, laundromat, lounges, meeting rooms, offices for student organizations, and guest rooms. Many of the meeting rooms are also used for classes.

Afro-Latin Cultural Center

The Afro-Latin Cultural Center, opened in 1969, affords facilities for the presentation of the black and Puerto Rican perspectives through discussions, lectures, art exhibits, and similar educational, cultural and social events. The center is open to, and is used by, all members of the college community.

The Chapel

The chapel, restored in 1949 as a World War II memorial, occupies the central site of the campus. Designed in 1827 by Philip Hooker and completed the following year, the chapel is thought to be the last remaining example of an early three-story church in America. The center of the religious life of the College, it also affords a place for public lectures, college assemblies, and concerts.

Kirkland Cottage

The oldest (1792) building on the campus, Kirkland Cottage was first built near the foot of College Hill as a home by Samuel Kirkland, the founder of Hamilton College. In 1925 the cottage was moved uphill to its present campus site and later restored. Its furnishings now include Samuel Kirkland's desk and chair and other pieces of historical interest to visitors. The cottage is used by Pentagon, senior honor society, for its meetings.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's thirteenth president, was completed in 1959, and an addition was constructed in 1972. The building contains 14 beds, isolation

room facilities, modern and fully equipped examination and treatment rooms, X-ray and laboratory facilities. It serves both Hamilton and Kirkland.

The center is staffed by two physicians, a clinical psychologist and registered nurses. In addition a psychiatrist, a radiologist, and an orthopedic surgeon act as consultants to the Health Center staff. Consultants in other fields are used as indicated.

The Minor Theater

The theater is housed in what was once the Perry Hiram Smith Hall, which was the College's first library and later became an infirmary. Edward D. Stone, the architect, converted the building into a theater in 1962. The donor was the late Clark H. Minor '02, one of the College's most generous benefactors and chairman of its board. The basement contains the studios of *WHCL-FM*.

Athletic Facilities (See Athletics and Physical Education, p. 153)

Kirkland Buildings

The Kirkland College campus, adjacent to Hamilton, contains a number of outstanding buildings. Among them are the List Arts Center, devoted to the visual and performing arts, the Kirner-Johnson academic complex, containing most of Kirkland's classroom and office facilities, and McEwen Hall, named for a past president of Hamilton and housing dining facilities and a reception area.

Undergraduate Life

Student Government

The *Student Senate* serves as the governing body for student affairs. It is the parent body of these five undergraduate groups:

The *Student Activities Committee* is the steering committee for campus-wide concerts and entertainment; it is a joint Hamilton-Kirkland committee.

The *Judiciary Board* administers nonacademic regulations. It is composed entirely of students elected by the student body. The Board investigates all alleged violations of student regulations and, when necessary, determines appropriate punishment. The Board's recommendations are subject to review by the Faculty Committee on Student Affairs.

The *Student Admission Committee* works closely with the Office of Admission to interest promising high school and preparatory school students in Hamilton.

The *Student Curriculum Committee* is organized to consider and recommend to the faculty additions or changes in the college curriculum.

Students sit as members of several trustee committees and are also represented on a number of joint faculty-student groups, including the Health Committee, the Publications Board, and the Lecture Committee. Each fall, before the opening of college, a group of faculty, students and administrators gathers at the Adler Conference, in the Adirondacks, for informal discussions.

Honor System

The Honor System, established by students more than 50 years ago, governs examinations and all other work submitted for a grade. The Honor System creates for each student two imperatives: he must refrain from fraud himself, and he must report any observed fraudulent action on the part of any other student.

The system, which receives strong support from both the students and the faculty, permits examinations to be taken without proctors and generally gives the student more personal freedom than would be possible otherwise.

The Honor System is carefully explained during the new student's orientation period and is fully described in the Student Handbook. Administration of the Honor System is by an Honor Court composed of representatives of the four classes. This court investigates all alleged violations of the Honor System and makes recommendations to the faculty for action against violators.

Religious Activities

The religious program at Hamilton and Kirkland Colleges reflects the diversity of interest within the community.

The college chaplains, whose offices are in Kirkland Hall at Hamilton, are available for personal counseling. The Interfaith Forum, made up of students and faculty working with the chaplains, sponsors a variety of religious and social activities.

Sundays in the Chapel, Roman Catholic Mass is celebrated, and the Free Church of Clinton holds regular services. A series of theological discussions takes place Sunday evenings in the Kirner-Johnson Building at Kirkland.

The Jewish Students Group meets periodically for programs of discussion, and Sabbath services are held on Friday. Home hospitality is arranged with families in Utica, New Hartford, and Clinton during the High Holy Days.

A daily gathering for prayer is sponsored by the Christian Fellowship; this group also arranges a weekly Bible Study. Other groups represented on campus include the Christian Science Association, a Buddhist organization and the Bah'ai World Faith.

Also under the sponsorship of the Interfaith Forum is the Free School of Clinton, which offers a series of courses not ordinarily in the Hamilton and Kirkland curriculums.

Service projects provide students the opportunity to work with young people in tutorial and counseling relationships, or to serve as volunteers in hospitals in the area. These service groups and other local charities are supported in part by a fund drive conducted annually by the Interfaith Council.

A memorial to John Herschel Morron, of the class of 1859, established by the bequest of his son, John R. Morron, provides an endowment, the income of which is used to support activities and programs connected with the chapel.

Athletics and Physical Education

Hamilton believes that collegiate athletics must have value for students at all levels of physical skill. To this end the College maintains an extensive and diversified program of intercollegiate and intramural sports, as well as a program of individual instruction leading to proficiency in sports which have value beyond the college years. This program is under the direction of the Department of Physical Education, whose members have full faculty standing.

Intercollegiate athletics: Hamilton offers intercollegiate competition in football, soccer, cross-country, hockey, basketball, swimming, track (winter and spring), lacrosse, golf, baseball and tennis. Junior Varsity teams are maintained in several of these sports and club teams in waterpolo, sailing, skiing and squash. Nearly half the student body participates in the intercollegiate program each year. Hamilton is a member of the National Collegiate Athletic Association and the Eastern Collegiate Athletic Conference. In 1971 it joined with ten other colleges to form the New England Small College Athletic Conference. In addition to Hamilton, members are Amherst, Bates, Bowdoin, Colby, Middlebury, Trinity, Tufts, Union, Wesleyan and Williams.

Intramural athletics: The broad intramural program of 14 sports has special value for the student who wants game competition but whose skill is not of a high enough caliber for intercollegiate play. Each year, three students out of every four participate in the intramural program, which is administered by the student-run Intramural Council. Intramural sports range from touch football and ice hockey to bowling, billiards and badminton.

Individual development program: During the first two years

in residence all students participate in the instructional physical education program. This program is based on the belief that it is as important to develop good physical health and a love of sport in all students as it is to provide scope for the brilliant athlete in the intercollegiate program. Individual instruction is offered in a wide range of physical activities including squash, handball, badminton, ice skating, swimming, golf and tennis — sports which have lifelong value.

Athletic club and awards: The Block H Club, consisting of undergraduates who have received letters in varsity sports, is dedicated to working for the best interests of athletics at Hamilton College. In addition, the club, in cooperation with the Admission Office, schedules an athletic pre-freshman weekend. Athletic Awards are given annually to varsity players who display outstanding sportsmanship, attitude and ability.

Athletic facilities: The Alumni Gymnasium contains a swimming pool, courts for basketball, squash and badminton, locker and team rooms, a library, and the Baker Memorial Lounge, as well as offices for members of the physical education staff. The Russell Sage Building, connected to the gymnasium via tunnel, houses an 85 by 200 foot indoor artificial ice rink and a 220-yard asphalt running track. The hard-surface floor is used during fall and spring for indoor tennis and volleyball, and for football practice during inclement weather. Adjoining these buildings are the Steuben football field with its quarter-mile cinder track, a baseball diamond, and nine all-weather tennis courts. Other athletic facilities are a soccer and lacrosse field, intramural fields, and the Hamilton B. Tompkins golf course, which covers sixty-five acres on the campus.

It is Hamilton's policy to seek fine athletes who value and respect the fundamental educational goals of the college.

Cultural Life

Art Program

The Art Department, through the generosity of the late Edward Wales Root of the class of 1905, has been provided with three skylighted studios, an exhibition room, and offices for the members of the Department, all located in Root Hall. Mr. Root's gift also made possible the purchase of equipment and materials for individual instruction in creative drawing and painting.

Several annual exhibitions are presented in the *Root Art Center,* accompanied by gallery talks corresponding to the shows. The excellent permanent and visiting exhibitions at the Munson-Williams-Proctor Institute in Utica are also available to students. The Art Center also provides space for special lectures, and facilities for meetings and receptions.

In addition, a series of 14 exhibitions is scheduled in the lounges of the Bristol Campus Center, changing approximately every other week during the academic year. A wide variety of graphic forms is selected and hung by the Campus Center Student Exhibitions Committee.

The *Art Lending Library,* administered by the Bristol Campus Center, consists of a collection of about two hundred original prints, copies, and sculptures. Students may rent the pictures in this collection by the semester for a nominal fee.

The *Albert A. and Vera G. List Arts Center* on the Kirkland campus contains a dance studio, rehearsal rooms, darkrooms and exhibition space.

Dramatics

The *Charlatans,* the college dramatic society, was organized in 1909 by a group of students headed by the late Professor Robert Barnes Rudd and the late Alexander Woollcott. Membership is open to all students of Hamilton and Kirkland having an interest in dramatics and stagecraft. A professional director works with the society in one or two major productions each year, and the Charlatans present a varied schedule of productions independently, including the best student-written plays submitted to the Wallace Bradley Johnson Playwriting Contest.

The *Alexander Hamilton Players* specializes in musical theater and comedy. Membership is open to all students and faculty who have an interest in singing, stagecraft, acting, or membership in the Players' orchestra. Two major productions, directed by faculty or students, are presented each year, and occasional tours are undertaken.

Film

A full program of domestic and foreign full-length feature films is shown by student-operated film societies on the Hamilton and Kirkland campuses nearly every weekend that college is in session.

Lectures

Numerous lectures are provided during the year for the college community from the income of endowments established for the purpose, augmented by general college funds.

The *Myers Lectures* were established in 1912 in memory of John Ripley Myers of the class of 1885. The foundation is intended "to bring into the life of the college community new men and new points of view not covered by the ordinary curriculum of the College, and to add to its cultural possibilities."

The *Wood Memorial Lectureship* was established in memory of Frank Hoyt Wood, for many years professor of political science at the College.

The *Winslow Lectures in Classical Archaeology* were established with a bequest by William Copley Winslow, D.D., of the class of 1862.

The *Truax Memorial Lectures in Philosophy* were established in 1956 by R. Hawley Truax, of the class of 1909, in mem-

ory of his father, Chauncey S. Truax, of the class of 1875, to strengthen the instructional program in philosophy through visits to the College by distinguished lecturers in that field.

The *Root-Jessup Lecture Series*, sponsored by the Root-Jessup Public Affairs Council, brings well-known speakers to the campus.

Music

The musical life of the College is active and varied. It includes concerts by visiting professionals as well as by student organizations, and is under the general supervision of the Music Department. Recent musical events at the College have included concerts by the Cambridge Consort for Early Music, Bach's Uncle, William Albright, the Rochester Philharmonic, and concerts of East Indian music from the Wesleyan Center for World Music. Some seven or eight concerts are presented each year by student musical groups and musicians. Additional concerts are offered nearby in Utica by the Chamber Music Society of Utica, the Utica Symphony, the Utica Opera Guild, and the Great Artists Series. The Student Activities Committee also contributes to the musical life of the College, sponsoring the Intercollegiate Folk Festival, the Jazz Weekend and other concerts. The Afro-Latin Cultural Center also offers concerts for the college community. The record library in the Root Art Center contains an extensive and growing collection of phonograph records of music from the Western tradition, including both classical and folk music. The Anthropology Department maintains a large selection of recordings of non-Western music.

Choral Music at Hamilton and Kirkland is based on a tradition of excellence. In recent years, annual tours have been undertaken throughout the eastern and midwestern United States and Canada. The Choir has twice toured Europe and is currently planning a third trip. For over a decade the Paul Kuentz Chamber Orchestra of Paris has collaborated with the Choir in the presentation of a choral-orchestral work. The Choir is open to anyone attending Hamilton or Kirkland. Auditions are held each autumn before the first week of classes. No special musical training is required. The only prerequisites are the ability and the desire to sing.

The *College Hill Singers,* a choral chamber ensemble, was founded in 1973.

The *Brass Choir* has numerous opportunities to perform throughout the year, providing music for various college functions as well as giving concerts off campus on its own or in conjunction with the college choir. Its repetoire ranges from Josquin and Gabrieli to Hindemith and Dahl.

The *Woodwind Ensemble* affords an opportunity for the study and performance of music for various combinations of wind instruments. Recent concerts have included works by Ibert, Mozart, Fine and Richard Strauss.

The *String Orchestra,* founded in 1971, offers an opportunity for the study and performance of works from the standard repertory. It performs at least once during the college year.

The *Buffers* is a vocal octet which specializes in popular, folk, barbershop and light music. The group performs at social events at Hamilton and other colleges as well as giving informal concerts on choir tours.

The *String Quartet-in-Residence* at Hamilton and Kirkland since 1971 has been the Amici Quartet, offering concerts, coaching in chamber music, and instruction on string instruments. One member of the quartet serves as the conductor of the String Orchestra.

Instruments. The College possesses a number of instruments that are available for student use. In addition to four pianos and various wind and brass instruments, Hamilton has a Steinmeyer one-manual *positif* organ, a new Noack two-manual organ, and a two-manual Dowd harpsichord. The College is now augmenting its collection with the purchase of ancient instruments for the authentic performance of medieval and renaissance music. For information on the study of performance and the use of these instruments, consult the Music Department.

Student Organizations

Debating

Debate at Hamilton has had a long and successful history. Each year members of the Debate Club travel around the country to participate in the top tournaments. Since 1922, Hamilton has had a chapter of Delta Sigma Rho, the honorary forensic society.

Publications and Broadcasting

Student publications are managed by a joint *Hamilton-Kirkland Publications Board,* consisting of representatives of the student bodies, faculties and administrations. The chairman is always a student. The board is responsible for the editorial policy of publications, for the adjudication of editorial problems, and for financial management. All business matters are directed by a student business manager.

Student publications under the direction of the Board include *The Spectator,* a weekly newspaper; two literary magazines; and a Hamilton-Kirkland yearbook. An annual payment of the Overall Fee (page 14) entitles students to receive all these publications. *Radio station WHCL-FM,* with studios in the Minor Theater building, is operated entirely by students and broadcasts daily to the area. It too comes under the Publications Board.

Clubs

The following student organizations are all joint Hamilton-Kirkland groups:

The *departmental clubs* provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers and similar events. Such groups are sponsored by the biology, philosophy, French, Spanish and German departments.

The *Root-Jessup Public Affairs Council* is an undergraduate organization, with student officers and a faculty adviser, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors discussions and a major lecture series whose recent participants have included Shirley Chisholm, Ramsey Clark, Dick Gregory and James Kilpatrick. The council is named for the distinguished diplomatists Elihu Root, class of 1864, and Philip Jessup '18.

The *Environmental Ecology Committee* operates a recycling program on campus and investigates environmental pollution problems in the surrounding area.

The *Alexander Hamilton Private Press* is a non-profit student activity devoted to producing small, limited editions of materials of historical or literary interest. Emphasis is placed on quality printing. All type is set by hand and printed in the basement of Root Hall.

The *Outing Club* organizes and conducts hiking and camping trips, winter mountaineering, rock climbing and cave explorations. It also sponsors lectures and films on these subjects. It is a member of the Intercollegiate Outing Club Association which helps coordinate trips with other colleges.

The *Hamilton-Kirkland Black and Puerto Rican Union* was founded in 1968 by students of both colleges. The Union, although primarily concerned with making the Hamilton experience more relevant to black and Puerto Rican students, makes an effort to become involved in the activities of black and Puerto Rican communities off the campus. The Afro-Latin Cultural Center was established in 1969 to make more visible and vivid the reality of black and Puerto Rican culture and history. Its activities, programs and exhibitions are sponsored by the Union. These include an annual Cultural Weekend featuring guest appearances by outstanding black and Puerto Rican artists and events planned in conjunction with area black and Puerto Rican communities.

The *International Students Club* is an association of foreign

students at Hamilton and Kirkland. Club members regularly present films and lectures about their home countries, both on campus and in the surrounding community.

Service Organizations

Hamilton and Kirkland students interested in making a contribution toward the solution of some of modern society's problems discover a number of rewarding opportunities for doing so in student service organizations. At present nearly 20 per cent of the Colleges' students participate in at least one of these groups, which are operated independently under Student Senate charter and coordinated by the Interfaith Forum.

The Utica Tutorial Project provides student tutors for disadvantaged junior high school pupils in Utica on a weekly basis throughout the academic year. The project also provides opportunities for the pupils to take part in a variety of special programs on the campus.

The House of the Good Shepherd Program provides student volunteers who work with children at a home for boys and girls of elementary and high school ages who have had to be separated from their families for a variety of reasons.

The Marcy State Hospital Program conducts a program of weekly visitations by students at a nearby mental institution. The student volunteers teach classes in art, music appreciation, current events, and a variety of other subjects for patients, who are primarily geriatric cases. Field trips throughout the Utica area and attendance at Hamilton College events are included in the program.

The Gillmore Village Recreation Program was initiated in answer to a request from a division of the Utica Community Action Commission. Working with volunteers from Utica College, students have organized a weekly recreation program for youngsters living in this low-income housing development.

St. Elizabeth's Hospital Program provides volunteers with an opportunity to contribute services to a fairly large, community hospital. Although not limited to pre-medical students, the program is of special interest to this group.

The Handicapped Children's Program works closely with the Utica Cerebral Palsy Association and helps youngsters afflicted

with this disease. These volunteers also work on a regular weekly basis, with special emphasis on swimming and other recreational activities.

The Rome State School Program sends student volunteers to work at a nearby school for the mentally retarded.

Fraternities

There are ten social fraternities active at Hamilton: *Sigma Phi (1831)*, Alpha Delta Phi (1832), Psi Upsilon (1843), Chi Psi (1845), Delta Upsilon (1847), Delta Kappa Epsilon (1856), Theta Delta Chi (1868), Emerson Literary Society (1882), Teak (1930),* and *Delta Phi (1950).*

Rushing takes place during the first semester, with pledging during the second semester. In 1974–75 slightly more than one-half the freshmen pledged.

Honorary Societies

Each of the three upper classes has an honorary society, members of which are chosen in the spring of the preceding academic year. The senior honorary group, *Pentagon*, chooses five men annually on the basis of their leadership and devotion to the College. The junior honorary society, *Was Los*, annually chooses six men who have demonstrated leadership in campus activities. The sophomore honorary body, *D.T.*, elects thirteen outstanding athletes and campus leaders.

The honor societies sponsor such varied campus activities as blood drives and rallies, serve as commencement ushers, and in general pledge themselves to improvement of the undergraduate activities of the College.

*Year in which Hamilton chapter was established.

HONORS AND AWARDS

Honors

Fellowships

Prize Scholarships

Prizes

Honors

Phi Beta Kappa

The Hamilton chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for intellectual distinction. In September, the chapter may choose not more than five seniors having especially distinguished records during their first three years. Other seniors are elected in April. Except by unanimous consent of the chapter, not more than one-eighth of a class may be chosen.

The Society of the Sigma Xi

The Hamilton College Chapter of the Society of the Sigma Xi, the national honor society in science, was installed in 1965. The Society's purpose is to encourage original investigation in science, pure and applied.

Students who show marked aptitude for research are eligible for election to associate membership. Nominations are usually based on the student's performance in the Hamilton Independent Study program.

Commencement Honors

The valedictorian and the salutatorian are the two seniors whose average grades for the course are respectively highest and second highest.

A foundation established by friends and former students in honor of George Lyman Nesbitt, valedictorian of the class of 1924, who taught English at Hamilton from 1924 through 1926 and from 1930 through 1973, provides money prizes for the valedictorian and the salutatorian.

Departmental Honors

Departmental honors may be awarded at Commencement in subjects in which a concentration is possible. At Commencement students may also be cited for excellence in Speech upon recommendation of the department. To qualify for honors a student must have received a B− or higher in at least one-half of the courses taken in the department for the concentration. He must also receive the recommendation of the department. Each department will inform its concentrators as to the particular way such a recommendation is gained.

Fellowships

The Glass Fellowship in Biology

The Glass Fellowship in Biology, established under the will of Dr. James H. Glass, M.A. (Hon.) 1912, is granted for two years of graduate study in biology. It carries a stipend of $750 per year.

Any member of the senior class who has proven himself of a high order of scholarly attainment in general, and has shown marked ability and special aptitude for research in biology may be nominated to the faculty by the Biology Department. From the men thus nominated the faculty will select one who shall be recommended to the trustees for appointment.

The Franklin D. Locke Fellowship

This fellowship has been established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Root Fellowships

The Root Fellowship in Science, established in 1894 by the Honorable Elihu Root of the class of 1864, is ordinarily granted for a single year of graduate study at some American or European university approved for that purpose in each individual instance by the faculty.

Any member of the senior class of high standing who has shown marked ability and special aptitude for research in one or more of the departments of science may be nominated for this award by those departments. From the men thus nominated, the faculty will select one who shall be recommended to the trustees for appointment.

Prize Scholarships

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of scholarship foundations, established by alumni and friends of the College, support them.

To be eligible for a prize scholarship, a student must have maintained at least a C− average for the previous semester, and he must have had no failures.

Arnold Prize Scholarships

The Benjamin Walworth Arnold Prize Scholarship Fund, given by Mrs. Benjamin Walworth Arnold in memory of her late husband, provides four prize scholarships, of which one is to be given annually to that holder of a regular scholarship in each college class who in the preceding year (or in the first semester of freshmen) shall have made the best record in his college courses.

General Prize Scholarships

Curran Prize Scholarship. A foundation established by relatives of Colonel Henry H. Curran of the class of 1862 provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and has distinguished himself therein.

Dr. Edward Fitch Prize Scholarship in Greek. Founded by E. Root Fitch of the class of 1886, a scholarship is awarded annually to that student who, on completion of Greek 11–12, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek 21–22.

Walter Pilkington Prize Scholarship. An award established by an anonymous donor is awarded to the student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

Harold Harper Reed Prize Scholarship. This prize scholarship is donated by Mrs. Reed in memory of her husband, a member of the class of 1919, and is awarded annually to the sophomore or junior "who best exemplifies those American ideals which made this nation strong."

Vrooman Prize Scholarship. Through the generosity of John W. Vrooman, a foundation provides a prize scholarship to be awarded to a freshman who shall have achieved academic excellence, shall have need for scholarship aid, and who shall have enrolled for at least one course in the Department of Classical Languages.

Senior Prize Scholarships

Three senior prize scholarships are awarded each year in mathematics, Latin, and German. Each is awarded for excellence in the specified field as determined by the recipient's work in his freshman, sophomore, and junior years, and at the discretion of the departments, by a competitive examination at the end of the junior year. It is required that the appointee elect in his senior year at least one advanced course in the department of the award and complete the senior year at Hamilton. These prizes are:

1. The *Edward Huntington Memorial Mathematical Scholarship,* founded by Alexander C. Soper, LL.D., of the Class of 1867;
2. The *Arthur W. Soper Latin Scholarship,* established by Arthur W. Soper, M.A. (Hon.), 1893;
3. The *Duell German Scholarship,* founded by the Honorable Charles Holland Duell, LL.D., of the Class of 1871.

Chauncey S. Truax Prize Scholarship in Greek. The Truax Scholarship is awarded to that senior who shall have stood highest in the study of Greek for the first three years with an average grade

of no less than 85. Preference will be shown to candidates who entered Hamilton as freshmen with credit in Greek.

Frank Humphrey Ristine Scholarship. Established by former students and other friends of the late Frank H. Ristine, professor of English literature from 1912 to 1952, the Ristine Scholarship is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

Captain Gerald Fitzgerald Dale Senior Scholarship. This scholarship is awarded to a senior who has completed his junior year with distinction in literature, language, music, science, or social science and ranks in the top tenth of a class over one hundred in number or in the top quarter of a class of fewer than one hundred and who needs financial aid. In addition, he must have demonstrated his promise for useful citizenship by his character, his standing among his fellows, and his contribution to the extracurricular life of the College.

Bennett Scholarship. A fund established by Emma M. Bennett Elsing in memory of James L. Bennett of the class of 1871 provides a prize scholarship to a senior who has completed his junior year with distinction.

Junior Prize Scholarships

Oren Root Prize Scholarships. Two scholarships are awarded to the two juniors who have the best records in mathematics during the freshman and sophomore years and who continue that subject through the junior year.

Dr. Edward Fitch Prize Scholarship in Latin. A scholarship founded by E. Root Fitch of the class of 1886, is awarded annually to a student who, at the end of one or two years of Latin, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

Robert A. Bankert, Jr., Scholarship. Preference is given to a student who has participated in athletics and who at the beginning of his junior year has shown the greatest improvement in his academic average.

Sophomore Prize Scholarships

Fayerweather Prize Scholarships. Five scholarships are awarded to the five sophomores who, at the end of the freshman year, have made the highest average in their class. (See also Brockway Prize, below.)

Prizes

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy. A foundation established by Edward S. Babcock of the class of 1896 provides a prize for that senior who shall have excelled "in philosophy, and particularly in the science of pedagogy."

Brockway Prize. A foundation established by A. Norton Brockway, M.D., of the class of 1857, provides a prize which is awarded to that member of the freshman class who has made the best academic record.

Clark Prize Oratorical Contest. A foundation begun by Aaron Clark, A.M., and increased by Henry A. Clark, of the class of 1838, provides a prize for that senior who is adjudged to be the best speaker in the annual oratorical contest.

Nelson Clark Dale, Jr., Prize in Music. A foundation in memory of Captain Nelson Clark Dale, Jr., U.S.M.C.R., of the class of 1942, established by his parents, provides a prize for that student who has shown exceptional ability in music as composer, interpreter, or leader, or who has contributed most to the musical life of the College. The committee of award shall consist of members of the Department of Music and a senior to be selected by the department.

Darling Prize in American History. A foundation established by Charles W. Darling and supplemented by a friend of the College provides a prize for the senior having the most distinguished record in at least four courses in American history offered to his class.

Gelas Memorial Prize. A foundation established in 1955 by a

group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and Professor of Physical Education from 1921 to 1946, provides an award to the senior who has shown the greatest development in strength of character, leadership, and athletic ability during his college days.

Francis W. Gilbert Prize. A gift presented by the class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953, provides a cash award to be presented at a college convocation to that sophomore who, in the opinion of the Dean of the College, has shown the greatest scholastic improvement in the second semester of his freshman year.

Edgar Baldwin Graves Prize in History. A foundation established by his former student, David M. Ellis, provides a prize for the senior who excels in the study of history.

Hawley Prizes in Greek and Latin. A foundation established by Martin Hawley, of the class of 1851, provides two book prizes, equal in value, one for excellence in Greek and one for excellence in Latin.

Holbrook Prize in Biology. A foundation established by David A. Holbrook, of the class of 1844, provides a prize for the senior having the best record in six semester courses in biology.

Wallace Bradley Johnson Prize. A foundation established by alumni of the College, in honor of Wallace B. Johnson, of the class of 1915, provides a prize for that student who writes the best one-act play produced at the College.

Thomas McNaughton Johnston Prize in English. A foundation established by friends and former students in honor of Thomas McNaughton Johnston, who taught English from 1934 to 1972, provides a prize for the student writing the most elegant essay submitted to the Department of English during the year.

Kirkland Prize. A foundation of five hundred dollars by Mrs. A. R. Kirkland provides a prize for a student who excels in mathematics.

Kneeland Prize. A foundation established by the Rev. Martin Dwelle Kneeland, D.D., of the class of 1869, provides a prize for the student who has the best record when his grades in two semes-

ter courses on the Bible and in an essay competition on an assigned biblical subject are combined.

Jonathan Marder Prize. A prize established by Mr. and Mrs. Marder in memory of their son is awarded to a senior who excels in psychology.

McKinney Prize Debate. A foundation established by Charles McKinney provides two prizes for seniors excelling in extemporaneous debate.

McKinney Prize Speaking Contest. A foundation established by Charles McKinney provides book prizes for the two men in each of the three lower classes who excel in speech.

James Soper Merrill Prize. A foundation established in memory of James Soper Merrill by his cousin, James P. Soper, Jr., of the class of 1911, provides as a prize a gold watch which is awarded at commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." The faculty shall select the recipient of this award.

The Norton Prize. Thomas Herbert Norton, Ph.D., Sc.D., of the class of 1873, has provided a foundation for the encouragement of research in chemistry. It is prescribed that the income in each year shall be given as a prize to the undergraduate or graduate student in the College who shall have demonstrated the greatest capacity for research in chemistry.

Putnam Prize in American History. The gift of Dr. Frederick W. Putnam of Binghamton, supplemented by a friend of the College, provides a prize of books for the senior having the second most distinguished record in at least four courses in American history offered to his class.

Renwick Prize Scholarship in Biology. This scholarship, founded by Edward A. Renwick, A.M., of Chicago, Illinois, is awarded to a member of the senior or junior class appointed by the faculty, for the study of biology during the summer vacation.

Rogers Prize in Geology. A foundation established by E. Albert Rogers, of the class of 1898, provides a prize for that senior who, having a major in geology, excels in the courses of his concentration program.

Southworth Prize in Physics. A foundation established by Tertius D. Southworth, of the class of 1827, provides a prize for the senior who excels in physics.

Squires Prize in Philosophy. A foundation established by Byron B. Taggart, of the class of 1896, in honor of the late William Harder Squires, Ph.D., of the class of 1888, provides a prize to be awarded annually, with the approval of the faculty, to that senior who shall have the highest grade when the marks for six semester courses in philosophy and a special examination designed for the purpose are combined.

Tompkins Prizes in Mathematics. A foundation established by Hamilton B. Tompkins, A.M., of the class of 1865, provides two prizes for juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

Underwood Prize in Chemistry. A foundation begun by George Underwood, of the Class of 1838, and increased by J. Platt Underwood of the class of 1870, provides a prize for the senior who excels in chemistry.

Winchell Prize in Greek. A foundation established by Walter B. Winchell, M.D., of the class of 1880, provides a prize to be awarded annually, with the approval of the faculty, to the student who, beginning Greek in college, shall have the best record in six semester courses in this language.

Winslow Prize in Greek. A foundation established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

Winslow Prize in Latin. A foundation established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

Winslow Prize in Romance Languages. A foundation established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the junior class attaining the greatest proficiency in Romance languages during his college course.

Wyld Prize in German. A foundation by Lionel D. Wyld, of the class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., provides a prize to a junior or senior for excellence in German as evidenced by course work and an essay.

Essay Prizes

Dean Alfange Essay Prize. A foundation of five thousand dollars by Dean Alfange, of the Class of 1922, provides a first and a second prize for the students writing the best essays on a feature or an issue of American constitutional government.

Cobb Essay Prize. A foundation of five hundred dollars by Willard A. Cobb, of the class of 1864, provides a prize for the student submitting the best essay on journalism.

Cunningham Essay Prize. A foundation of five hundred dollars by John Howard Cunningham, of the class of 1866, provides a prize for the senior submitting the best essay on some phase of the life of Abraham Lincoln.

Head Essay Prize. A foundation of one thousand dollars by Franklin H. Head, LL.D., of the class of 1856, provides a prize for the best senior essay upon a theme relating to Alexander Hamilton.

Hutton Essay Prize. A foundation of five hundred dollars by the Rev. William Hutton, D.D., of the class of 1864, provides a prize for the sophomore submitting the best essay on an assigned subject in the history, translations, or literature of the Bible.

Kellogg Essay Prize. A foundation of seven hundred dollars by Charles C. Kellogg, of the class of 1849, provides prizes for a junior, sophomore, and freshman who excel in English essays.

Pruyn Essay Prize. A foundation of five hundred dollars by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, given on August 5, 1863, has provided for the award annually of the so-called Pruyn Medal. Under a revision of his terms, as approved by his heirs on October 26, 1933, a money prize is offered for the senior or junior writing the best essay on "The Political Duties of Educated Young Men."

Soper Essay Prize. A foundation of fifteen hundred dollars by

Arthur W. Soper provides a prize for the best essay on a topic in economics assigned by the faculty. The competition is open to all seniors who are taking a second or third year-course in economics.

John V. A. Weaver Prize in Poetry. A fund established by Peggy Wood in memory of her husband and awarded for excellence in a poem or poems submitted for consideration.

APPENDIX

Trustees, Faculty, Administration

Kirkland Faculty

Alumni Admission Representatives

Alumni Council Members

Degrees, Honors, Awards

List of Students

Index

Board of Trustees

OFFICERS

COLEMAN BURKE, *Chairman*

WILLIAM M. BRISTOL III, *Vice Chairman*

DAVID V. SMALLEY, *Clerk*

TRUSTEES EMERITUS

CLANCY D. CONNELL, LL.D., Westfield, N.J. (1952)*
(Alumni Trustee, 1944–51)

CHARLES F. HEMENWAY, A.B., Chicago, Ill. (1955)
(Alumni Trustee, 1947–53)

WILLARD B. EDDY, M.S., Rochester (1954)
(Alumni Trustee, 1946–53)

WILLIAM M. BRISTOL, Ph.B., New York (1959)
(Alumni Trustee, 1938–42, 1943–50)

LOUIS N. BROCKWAY, LL.D., Greenwich, Conn. (1958)
(Alumni Trustee, 1951–57)

WILLIS V. DAUGHERTY, LL.D., Clinton (1962)

WILLIAM C. BOLENIUS, A.B., New York (1949)

W. NIVER WYNKOOP, A.B., Syracuse (1964)

EDGAR W. COUPER, LL.D., Binghamton (1937)

GRANT KEEHN, LL.D., New York (1948)

FRED L. PALMER, A.B., Summit, N.J. (1961)
(Alumni Trustee, 1952–58)

NED DOYLE, LL.B., New York (1966)

HOWARD M. BINGHAM, B.S., Asheville, N.C. (1952)

*Year of original election as Charter Trustee

CHARTER TRUSTEES

	Elected	Term Expires
COLEMAN BURKE, LL.B.. New York (Alumni Trustee, 1948–54)	1956	1980
WALTER BEINECKE, JR., LL.D., New York	1960	1979
WILLIAM M. BRISTOL III, A.B., Newtown, Pa.	1965	1979
RALPH E. HANSMANN, M.B.A., Ridgewood, N.J.	1969	1977
KEITH S. WELLIN, M.B.A., Greenwich, Conn.	1969	1977
SOL M. LINOWITZ, LL.B., Washington, D.C. (Alumni Trustee, 1964–70)	1970	1977
JOHN H. NIEMEYER, A.B., New York (Alumni Trustee, 1964–70)	1971	1981
LEE H. BRISTOL, JR., LL.D., Princeton, N.J.	1971	1981
RICHARD W. COUPER, LL.D., New York (Alumni Trustee, 1959–65)	1971	1978
GEORGE R. COGAR, Utica	1971	1981
EDWARD GELSTHORPE, B.S., Boston, Mass. (Alumni Trustee, 1966–72)	1972	1980
JAMES L. FERGUSON III, M.B.A., Wilton, Conn.	1973	1976
HUGH R. JONES, LL.D., Utica (Alumni Trustee, 1967–1973)	1973	1979
J. MARTIN CAROVANO, Ph.D., Clinton	1974	
J. CARTER BACOT, LL.B., Montclair, N.J.	1974	1978

ALUMNI TRUSTEES

ALFRED E. PRETTYMAN, A.B., New York	1970	1976
ROBERT R. TUPPER, A.M.P., Potomac, Md.	1970	1976
JOHN D. PHILLIPS, JR., M.B.A., Winchester, Mass.	1971	1977
ROBERTSON MACKAY, A.B., Hartford, Conn.	1973	1976
WALTER H. PRITCHARD, M.D., Cleveland, Ohio	1973	1977
ELLIS E. BRADFORD, M.A., New York	1974	1978
GORDON M. HAYES, A.B., Clinton	1974	1978
DAVID V. SMALLEY, LL.B., New York	1974	1978
CHESTER HAMILTON, M.B.A., Sudbury, Mass.	1974	1977
CHARLES T. BATES, LL.B., New York	1975	1979
RICHARD M. FITZSIMMONS, J.D., Milwaukee, Wisc.	1975	1979
LYMAN C. OGILBY, D.D., Philadelphia, Pa.	1975	1979

The Faculty

John Martin Carovano (1963)* . . . . . President
A.B., Pomona College; A.M. and Ph.D., University of California (Berkeley)

Sidney Wertimer, Jr. (1952) . . . . . Provost
B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Walter Lawrence Gulick (1975) . . . . . Dean of the College
A.B., Hamilton College; A.M., University of Delaware; Ph.D., Princeton University

Robin Bryan Kinnel (1966) . . . . . Associate Dean of the College
A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

R. Gordon Bingham (1972) . . . . . Dean of Students
A.B., Middlebury College; A.M., Northwestern University

FACULTY EMERITUS

James Alvin Adkins (1962) . . . Associate Professor of Mathematics, Emeritus
B.S., United States Naval Academy; M.S., Purdue University

Sidney Bachley Bennett (1939) . . . . . Secretary of Admission, Emeritus
A.B., Hamilton College

George Harvey Cameron (1932) . . . . . Professor of Physics, Emeritus
B.S., University of Saskatchewan; Ph.D., California Institute of Technology

Robert Rose Carson (1949) . . . . . Associate Professor of Speech, Emeritus
B.S., Hamilton College; A.M., Hobart College

Earl Wendell Count (1946) . . . . . Professor of Anthropology, Emeritus
A.B., Williams College; B.D., Garrett Biblical Institute; Ph.D., University of California (Berkeley)

John Sake Gambs (1946) . . . . . Professor of Economics, Emeritus
A.B. and A.M., George Washington University; Ph.D., Columbia University

Charles Augustus Godcharles (1951) . . . . . Professor of Psychology, Emeritus
A.B., Bucknell University; A.M. and Ph.D., Duke University

Edgar Baldwin Graves (1927) . . . . . Professor of History, Emeritus
A.B., Haverford College; A.M. and Ph.D., Harvard University; LL.D., Haverford College

Thomas McNaughton Johnston (1934) . . . . . Professor of English, Emeritus
B.S., Washington and Jefferson College; A.M., Tulane University; Ph.D., Duke University

Asa Emanuel McKinney (1928) . . . . . Professor of Chemistry, Emeritus
A.B. and A.M., Indiana University; Ph.D., Cornell University

*Year of present appointment to faculty

John Robert Mattingly (1931) . . . . . Professor of Latin, Emeritus
A.B., University of Chicago; Ph.D., Yale University

Colin Finnie Miller (1955) . . . . . Professor of Religion, Emeritus
A.M. and B.D., Glasgow University; D.D., Susquehanna University

George Lyman Nesbitt (1930) . . . . . Professor of English, Emeritus
A.B., Hamilton College; A.M. and Ph.D., Columbia University

C. Stanley Ogilvy (1953) . . . . . Professor of Mathematics, Emeritus
A.B., Williams College; A.M., Columbia University;
Ph.D., Syracuse University

Paul Parker (1948) . . . . . Professor of Art, Emeritus
A.B., University of Illinois; A.M., University of Chicago

Philip Virgilius Rogers (1937) . . . . . Professor of Biology, Emeritus
A.B. and A.M., Hamilton College; Ph.D., Yale University

Winton Tolles (1947) . . . . . Dean of the College, Emeritus
A.B. and A.M., Hamilton College; Ph.D., Columbia University;
Litt.D., Delaware Valley College; L.H.D., Hamilton College

Mox Arthur Weber (1927) . . . . . Professor of Physical Education, Emeritus
A.B., Oberlin College; A.M., Columbia University

PROFESSORS

Edwin Blois Barrett (1950) . . . . . Hamilton Alumni Memorial Professor of English
A.B., Macalaster College; A.M., University of Minnesota;
Ph.D., Columbia University

Gregory Joseph Batt (1948) . . . . . Professor of Physical Education
A.B., Colgate University

Russell Thorn Blackwood III (1957) . . . . . John Stewart Kennedy Professor of Philosophy
A.B., Dartmouth College; A.M., Colgate University;
Ph.D., Columbia University

Stephen Bonta (1961) . . . . . Professor of Music
A.B., Yale University; A.M., Columbia and Harvard Universities;
Ph.D., Harvard University

Austin Briggs, Jr. (1957) . . . . . Professor of English
A.B., Harvard University; A.M. and Ph.D., Columbia University

Robert Marcellus Browning (1949) . . . . . Marjorie and Robert W. McEwen Professor of German
A.B., William Jewell College; A.M. and Ph.D., Princeton University

Thomas Edward Colby* (1959) . . . . . Professor of German
A.B., Hamilton College; A.M. and Ph.D., Princeton University

Christopher W. Covert (1966) . . . . . Director of Admission
A.B., Hamilton College; A.M., Case Western Reserve University

A. Duncan Chiquoine (1966) . . . . . Stephen Harper Kirner Professor of Biology
A.B., Swarthmore College; Ph.D., Cornell University

*On leave, 1975–76

Rouben C. Cholakian (1963) . . . . . Professor of Romance Languages
A.B., Bates College; A.M. and Ph.D., Columbia University

Leland Earl Cratty, Jr. (1958) . . . . . Professor of Chemistry
B.S., Beloit College; Ph.D., Brown University

James Steele Allison Cunningham (1968) . . . . . Edward North Professor of Classics
A.M. and B.D., University of Glasgow; B.Litt., University of Oxford;
A.M. and Ph.D., Princeton University

James Bolton Davis (1958) . . . . . Professor of French
A.B., Williams College; A.M., Middlebury College;
Ph.D., University of Pennsylvania

Donald John Denney (1957) . . . . . Professor of Chemistry
B.S., University of Pennsylvania; Ph.D., Brown University

Abraham Edel††† (1975) . . . . . Truax Visiting Professor of Philosophy
A.B. and A.M., McGill University; A.B., Oxford University;
Ph.D., Columbia University

David Maldwyn Ellis* (1946) . . . . P. V. Rogers Professor of American History
A.B., Hamilton College; A.M. and Ph.D., Cornell University

John Francis Ellis (1959) . . . . . Professor of Biology
A.B. and A.M., Amherst College; Ph.D., University of Edinburgh

Elizabeth Farquhar Flower††† (1975) . Truax Visiting Professor of Philosophy
A.B., Wilson College; A.M., University of Pennsylvania-
Bryn Mawr College; Ph.D., University of Pennsylvania

Nicolas John Gerold (1951) . . . . . Stone Professor of Biology
A.B. and M.S., Brown University; Ph.D., Cornell University

George Albert Gescheider (1964) . . . . . Professor of Psychology
B.S., Denison University; M.S., Tulane University;
Ph.D., University of Virginia

Walter Lawrence Gulick (1975) . . . . . Professor of Psychology
A.B., Hamilton College; A.M., University of Delaware;
Ph.D., Princeton University

Franklin Grant Hamlin†† (1948) . . . . . Professor of French
A.B., Bowdoin College; A.M. and D.M.L., Middlebury College;
Diplôme de l'Ecole Supérieure des Professeurs de Français à
l'Etranger, Université de Paris

David Hawley† (1954) . . . . . Professor of Geology
B.S., University of Vermont; M.S., Cornell University;
Ph.D., Columbia University

James Franklin Hunt (1946) . . . . . Professor of Education
B.S., University of Pennsylvania; M.S., Massachusetts State College;
Ph.D., Yale University

Donald Maxstadt Jones (1949) . . . . . Professor of Physical Education
B.S. and A.M., Rutgers University

*On Leave, 1975–76

†On Leave, Winter and Spring Terms, 1976

††Director, Junior Year in France, 1975–76

†††Winter Term, 1976

Edwin Borden Lee (1958) . . . . . Professor of History
A.B., Duke University; A.M. and Ph.D., Columbia University

Otto Karl Liedke (1934) . . . . . Munson Professor of the German Language and Literature
Berlin Oberrealschule; A.M. and Ph.D., Cornell University

Dwight Newton Lindley (1952) . . . . . Hamilton B. Tompkins Professor of English Literature
A.B., Hamilton College; A.M. and Ph.D., Columbia University

Eugene Milton Long (1953) . . . . . Professor of Physical Education
B.S. and M.S., State University of New York College at Cortland

Lawrence Robert McManus (1960) . . . . . Professor of Biology
B.S., M.Ed., and Ph.D., Cornell University

Marcel Ian Moraud (1950) . . . . . Burgess Professor of Romance Languages
Baccalauréat ès Lettres, Limoges; A.M., University of Texas;
Licence ès Lettres and Diplôme, D'Etudes Supérieures;
Doctorat d'Université de Paris

James Penney (1948) . . . . . Margaret Bundy Scott Professor of Art
B.F.A., University of Kansas

Walter Pilkington (1952) . . . . . Librarian
A.B., Brown University; A.M., University of Chicago

Donald Brandreth Potter (1954) . . . . . Professor of Geology
A.B., Williams College; A.M., Brown University;
Ph.D., California Institute of Technology

Channing Bulfinch Richardson (1952) . . . . . Henry P. Bristol Professor of International Affairs
A.B., Amherst College; Ph.D., Columbia University

James Walter Ring (1957) . . . . . Winslow Professor of Physics
A.B., Hamilton College; Ph.D., University of Rochester

Landon Gale Rockwell* (1950) . . . . . James S. Sherman Professor of Political Science
A.B., Dartmouth College; A.M. and Ph.D., Princeton University

Charles Lafayette Todd (1959) . . . . Upson Professor of Rhetoric and Oratory
B.S., Hamilton College; A.M., Columbia University

Sidney Wertimer, Jr. (1952) . . . . . Leavenworth Professor of Economics
B.S., University of Pennsylvania; A.M., University of Buffalo;
Ph.D., London School of Economics

Jay Gomer Williams† (1960) . . . . . Walcott-Bartlettt Professor of Ethics and Christian Evidences
A.B., Hamilton College; M.Div., Union Theological Seminary;
Ph.D., Columbia University

Warren Earl Wright (1962) . . . . . Professor of Speech
A.B. and A.M., Emerson College; Ph.D., University of Illinois

Lawrence Karn Yourtee (1948) . . . . . Childs Professor of Chemistry
B.S., Washington College; M.S., Georgia Institute of Technology;
Ph.D., University of Texas

*On Leave, Fall Term, 1975

†On Leave, 1975–76

ASSOCIATE PROFESSORS

John Timothy Anderson (1967) . . . . . Associate Professor of Mathematics under the Samuel F. Pratt Endowment
A.B., Hamilton College; Ph.D., Duke University

R. Gordon Bingham (1972) . . . . . Dean of Students
A.B., Middlebury College; A.M., Northwestern University

Rand Carter† (1970) . . . . . Associate Professor of Art
A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Melvin Becker Endy, Jr.†† (1966) . . . . . Associate Professor of Religion
A.B., Princeton University; B.D., Yale University Divinity School; A.M. and Ph.D., Yale University

Grant D. Jones (1968) . . . . . Associate Professor of Anthropology
A.B., Florida State University; A.M. and Ph.D., Brandeis University

Robin Bryan Kinnel (1966) . . . . . Associate Professor of Chemistry
A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Eugene Lewis (1967) . . . . . Associate Professor of Government and The George Cogar Research Professor
A.B., Temple University; A.M., Indiana University; Ph.D., Syracuse University

Frederick Wellington MacDonald, Jr. (1966) . . . . . Associate Professor of Physical Education
B.S. and M.S., Springfield College

Ivan Marki (1965) . . . . . Associate Professor of English
A.B., University of Alberta; A.M. and Ph.D., Columbia University

Donald Carlton Mead (1975) . . . . . Associate Professor of Economics
A.B., Haverford College; A.M. and Ph.D., Yale University

Jeremy Tyler Medina (1968) . . . . . Associate Professor of Spanish
A.B., Princeton University; M.A., Middlebury College; Ph.D., University of Pennsylvania

David Richard Millar (1963) . . . . . Associate Professor of History
A.B. and A.M., George Washington University; Ph.D., Cornell University

Peter J. Millet (1968) . . . . . Associate Professor of Physics under the Litchfield Endowment
B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Syracuse University

Philip M. Pearle (1969) . . . . . Associate Professor of Physics
B.S., M.S., and Ph.D., Massachusetts Institute of Technology

Michael Saltman (1975) . . . . . Visiting Associate Professor of Anthropology
A.B., University of London; Ph.D., Brandeis University

Robert Simon (1968) . . . . . Associate Professor of Philosophy
A.B., Lafayette College; Ph.D., University of Pennsylvania

James Frederick Traer* (1969) . . . . . Associate Professor of History
A.B., College of Wooster; A.M., J.D., and Ph.D., University of Michigan

*On Leave, Winter and Spring Terms, 1976

†On Leave, Fall and Winter Terms, 1975–76

††On Leave, 1975–76

Manfred Von Schiller (1959) . . . . . Associate Professor of Physical Education
B.S. State University of New York College at Brockport;
A.M., St. Lawrence University

Frederick Reese Wagner (1969) . . . . . Associate Professor of English
A.B., A.M., and Ph.D., Duke University

Valerie M. Warrior (1973) . . . . . Associate Professor of Classics
A.B., Cambridge University; M.A., McMaster University;
Ph.D., University of London

David N. Young (1969) . . . . . Associate Professor of Russian
A.B., Princeton University; A.M. and Ph.D., Columbia University

ASSISTANT PROFESSORS

Brian William Beltman (1975) . . . . . Assistant Professor of History
A.B., Northwestern College; A.M. and Ph.D., University of Wisconsin — Madison

Judith A. Bland (1974) . . . . . Assistant Professor of Biology
A.B., Thomas More College; A.M. and Ph.D., Indiana University

David A. Birnbaum (1974) . . . . . Assistant Professor of Mathematics
A.B., University of Rochester; M.S. and Ph.D., University of Illinois

Robert M. Cherry Jr. (1975) . . . . . Assistant Professor of Physics
B.S., M.S., and Ph.D., University of Michigan

Patricia F. Cholakian* (1971) . . . . . Assistant Professor of French
A.B., Bates College; A.M., Middlebury College;
Doctorat d'Université de Paris

James M. Falvey (1975) . . . . . Assistant Professor of Economics
A.B., Williams College; Ph.D., Michigan State University

Northrup Fowler III (1974) . . . . . Assistant Professor of Mathematics
A.B., Bowdoin College; M.S. and Ph.D., Rutgers — The State University

Stephen Frantzich (1973) . . . . . Assistant Professor of Government
A.B., Hamline University; M.A. and Ph.D., University of Minnesota

John Swan Gordon (1975) . . . . . Assistant Professor of English
A.B., Hamilton College; M.A., Harvard University

Douglas James Herrmann (1973) . . . . . Assistant Professor of Psychology
B.S., U. S. Naval Academy; M.S. and Ph.D., University of Delaware

Derek Charles Jones (1972) . . . . . Assistant Professor of Economics
A.B., University of Newcastle upon Tyne;
M.Sc., London School of Economics; M.A. and Ph.D., Cornell University

Steven Andrew Kaufman (1975) . . . . . Assistant Professor of Philosophy
A.B., Rutgers — The State University; Ph.D., University of Pennsylvania

Bruce Kaufmann (1972) . . . . . Assistant Professor of English
A.B., Grinnell College; A.M., University of Toronto

Robert William Kweit† (1974) . . . . . Assistant Professor of Government
A.B., Syracuse University; M.A. and Ph.D., University of Pennsylvania

Anne L. Ludington (1975) . . . . . Assistant Professor of Mathematics
B.S., Wheaton College; M.S. and Ph.D., Michigan State University

*Part-time
†Director, Term in Washington, Fall Term, 1975

James G. Magyar (1975) . . . . . Assistant Professor of Chemistry
A.B., Dartmouth College; Ph.D., Northwestern University

Glenn T. Miller (1974) . . . . . Assistant Professor of Religion
A.B., University of Richmond; B.D., Andover-Newton Theological School; Th.D., Union Theological Seminary

Thomas Edward Murphy (1970) . . . Assistant Professor of Physical Education
B.S. and M.Ed., Springfield College

John Higbee O'Neill* (1972) . . . . . Assistant Professor of English
B.S., University of Wisconsin, La Crosse;
A.M. and Ph.D., University of Minnesota

Gordon Dudley Prichett (1972) . . . . . Assistant Professor of Mathematics
B.A., Williams College; M.A. and Ph.D., University of Wisconsin

Robert Raymond, Jr.° (1975) . . . . . Assistant Professor of Geology
B.S., Bucknell University; Ph.D., University of California (Santa Cruz)

Elizabeth Muir Ring† (1968) . . . . . Assistant Professor of Philosophy
A.B. and A.M., University of Manitoba; Ph.D., Brown University

Frederick Hull Roth, Jr. (1971) . . . . . Assistant Professor of English
A.B., Yale University; A.M., Columbia University;
Ph.D., University of Virginia

David Lawrence Smallen†† (1972) . . . . . Assistant Professor of Mathematics
and Director of the Hamilton and
Kirkland Colleges Computer Center
B.S. and M.S., State University of New York at Albany;
Ph.D., University of Rochester

Lee Seaman Spear (1973) . . . . . Assistant Professor of Music
A.B., Oberlin College

Annette Linda Stoller (1973) . . . . . Assistant Professor of English
A.B., City College of the City University of New York;
M.A.T. and Ph.D., Brown University

Orest Subtelny (1975) . . . . . Assistant Professor of History
A.B., Temple University; Ph.D., Harvard University

Richard Peter Suttmeier (1970) . . . . . Assistant Professor of Government
A.B., Dartmouth College; Ph.D., Indiana University

Jose Bernardo Tato (1967) . . . . . Assistant Professor of Spanish
A.B. and B.S., Camaguey Institute; LL.D., University of Havana;
A.M. and Ph.D., Rutgers — The State University

Jonathan Vaughan* (1971) . . . . . Assistant Professor of Psychology
A.B., Swarthmore College; M.A. and Ph.D., Brown University

Sydna Stern Weiss (1974) . . . . . Assistant Professor of German
A.B., Vassar College; A.M., Middlebury College and
Princeton University; Ph.D., Princeton University

Hermine Williams† (1974) . . . . . Assistant Professor of Religion
A.B. and A.M., Vassar College; Ph.D., Columbia University

David Roy Edward Wright (1973) . . . . . Assistant Professor of Art History
A.B., Williams College; M.F.A., Princeton University

*On Leave, Winter and Spring Terms, 1976
†Part time
††On Administrative Leave, 1975–76
°Spring Term, 1976

LECTURERS

Joel W. Tibbetts.....Lecturer in Religion and College Chaplain
A.B., Swarthmore College; B.D., Vanderbilt University

INSTRUCTORS

Francoise Davis† (1971).....Instructor in French
Baccalauréat ès Lettres, Bordeaux; Licence ès Lettres, Université de Bordeaux

Steven J. Heckler (1972).....Instructor in Physical Education
B.S., Westchester State College

Jean Henry# (1975).....Instructor in Art
A.B., Florida Atlantic University; M.A., University of Miami

Sanford H. Kessler* (1975).....Instructor in Government
A.B., Brandeis University

Germina Lubega (1974).....Instructor in Economics
A.B., Vassar College; A.M., Duke University

Louis Steven Richman†† (1975).....Instructor in History
A.B., Dickinson College; M.A., Brandeis University

David Earl Rigsbee (1972).....Instructor in English
A.B., University of North Carolina; A.M., Johns Hopkins University

Robert Grenville Van Buskirk (1975).....Instructor in Biology
A.B. and M.A.T., University of Vermont

PART-TIME INSTRUCTORS

Stephen Best.....Part-time Instructor in Music (organ, harpsichord and basic piano)
A.B. and M.Mus., Syracuse University

John Flaver.....Part-time Instructor in Music (woodwind ensembles)

Shirley Hughes.....Part-time Instructor in Education
A.B. and A.M., Syracuse University

Mary Armistead Jones.....Part-time Instructor in Music (piano)
M.Mus., Florida State University

ATHLETIC COACHES

Gregory Joseph Batt.....Head Coach, Hockey and Tennis
A.B., Colgate University

Steven J. Heckler.....Head Coach, Baseball; Trainer
B.S., West Chester State College

Donald Maxstadt Jones.....Head Coach, Football and Golf
B.S. and A.M., Rutgers University

*Fall Term, 1975
†Part-time
††Spring Term, 1976
#Fall and Winter Terms, 1975–76

John G. Karin.....Assistant Coach, Hockey
B.S., University of Nebraska

Eugene Milton Long.....Head Coach, Track and Field and Cross-Country
B.S. and M.S., State University of New York College at Cortland

Richard Loomis.....Assistant Coach, Football
B.S., State University of New York College at Cortland

Frederick W. MacDonald, Jr.....Head Coach, Swimming
Assistant Coach, Soccer and Lacrosse
B.S. and M.S., Springfield College

Thomas E. Murphy.....Head Coach, Basketball;
Assistant Coach, Football and Track and Field
B.S. and M.Ed., Springfield College

Robert L. North.....Freshman Coach, Basketball
B.S., Utica College

Manfred Von Schiller.....Head Coach, Soccer and Lacrosse
B.S., State University of New York College at Brockport;
A.M., St. Lawrence University

STANDING FACULTY COMMITTEES

(Chairman listed first; the President is an *ex-officio* member of all committees)

ACADEMIC COUNCIL: Gulick, Bonta, J. Ellis, Pearle, Traer

ACADEMIC POLICY: Yourtee, Cunningham, Gulick, G. Jones, J. Ring, Simon, Suttmeier, Williams

ADMISSIONS AND FINANCIAL AID: Covert, Bingham, Cratty, Effinger, Kinnel, Lee, Millar, Roth, Wilson

APPOINTMENTS: Potter, Cholakian, J. Ring

BOARD OF REVIEW: Kinnel, Anderson, Suttmeier, Wagner, Warrior

LECTURES: Young, Frantzich, Todd

READING: Wagner, Davis, Potter

STUDENT ACTIVITIES: Bingham, Anderson, Gerold, Donald Jones, O'Neill

JOINT LIBRARY: O'Neill, Bland, Gulick, Wertimer, Pilkington, and Kirkland members

PROVOST'S ADVISORY: Wertimer, Anderson, Chiquoine, Gulick, Derek Jones, Marki, and student members

Administrative Officers and Staff

Office of the President

J. Martin Carovano, Ph.D. ..... *President*
Carol Locke, A.M. ..... *Assistant to the President*

Office of the Provost

Sidney Wertimer, Jr., Ph.D. ..... *Provost*
Ronald F. MacDonald, A.B. ..... *Controller*
Donald T. Conover, B.S. ..... *Chief Accountant*
David L. Smallen, Ph.D. ..... *Director of the Computer Center*
Louis Ouimette ..... *Operations Manager, Computer Center*
Gerald Leuiken, A.B. ..... *Director of Physical Plant*
Robert J. Fauss, Jr. ..... *Assistant Director of Physical Plant*
Arthur G. Jewett ..... *Assistant Director of Physical Plant*
Palmer N. Fargnoli, A.M. ..... *Registrar*
Kenneth P. Kogut, M.Ed. ..... *Director of Financial Aid*
Andrew W. Wertz, A.B. ... *Director of the William M. Bristol Campus Center*
David A. Cannamela ..... *Manager of the College Store*
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SPANISH: John Carmichael Calder, Jr., George Edward Fett, G. Stodel Friedman, Kevin James McTernan

THEATRE AND DRAMA: Raymond Edward Dooley, Trevor Richardson Drake

PRIZES

The Academy of American Poets ..... *First*, Joseph S. Lewis III
Honorable Mention, Mark Charles McMurray

Dean Alfange Essay Prize ..... *First*, Joseph John Terranova
Second, Stuart Muszynski

Babcock Prize in Philosophy and Pedagogy ..... John Bonnell Emerson

Brockway Prize ..... William Sherman Skinner

Clark Prize Oration ..... Geoffrey Everett Lawrence, Jr.

Cobb Essay Prize ..... Douglas Seth Glucroft

Nelson Clark Dale, Jr., Prize in Music ..... David Don W. Zimet

Darling Prize in American History ..... Richard Kenneth Silver

Gelas Memorial Prize ..... Pedro Antonio Garcia

Francis W. Gilbert Prize ..... John Christian Moon

Edgar Baldwin Graves Prize in History ..... Richard Kenneth Silver

Hawley Prize in Greek ..... Harvey Allen Lape III

Hawley Prize in Latin ..... William Duncan Stalker

Holbrook Prize in Biology ..... Martin Robert Shapiro

Wallace Bradley Johnson Prize ..... *First*, Harry Kondoleon
Second, George Morrell Walsh

Thomas McNaughton Johnston Prize in English ..... Linda B. Dunn

Kellogg Essay Prize ..... Kenneth Wayne Gross

Kirkland Prize in Mathematics ..... Chak Yuen Tso

Kneeland Prize ..... Thomas Foard Ramsey

Marder Prize ..... Michael Joseph Horn

McKinney Prize Debate ..... *Tied,* Vincent Leonard DiCarlo
John Bonnell Emerson

McKinney Prize Speaking Contest ..... *Freshman, First,* Brian Donald Lee
Second, John Carroll Hayes
Sophomore, First, Phillip William Barnhill
Second, Thomas Gerard Willis
Junior, First, William Paxson Purcell III
Second, James Henry DeVittorio

James Soper Merrill Prize ..... Stephen Lawrence Percy

Norton Prize ..... Joseph Christopher Konen

Putnam Prize in American History ..... John Skvir

Rogers Prize in Geology ..... *Tied,* David Walter Godlewski
Gilbert Stockton Hedstrom

Soper Essay Prize ..... Richard Howard Klapper

Southworth Prize in Physics ..... Michael Robert Kaplan

Squires Prize in Philosophy ..... Thomas William Speyer

Tompkins Prizes in Mathematics ..... *Tied,* Harry Gardner Familetti
Snaebjorn Fridriksson

John V. A. Weaver Prize in Poetry ..... *Tied,* Joseph S. Lewis III
Bruce Tice Donehower

Winchell Prize in Greek ..... Joel Willis Fredell

Winslow Prize in Greek ..... Steven Edward Friedman

Winslow Prize in Latin ..... Philip Gerard Spellane

Winslow Prize in Romance Languages ..... Richard Scott Toop

Wyld Prize in German ..... Joseph John Rutherford

HADLEY S. DEPUY CAMPUS SERVICE AWARDS

John C. Calder, Jr.
David B. Duggan
Robert L. Evans
Henry A. Glick
Hugh R. Mackay
Kevin J. McTernan
Craig A. Mengel
Mitchel E. Ostrer
Stephen L. Percy
Roger E. Schneider
Peter W. Sluys
Peter Wang

The Community Service Award ..... Peter B. Bayer

List of Students

CLASS OF 1976

Anderson, Joseph F., Jr., Clinton
Armstrong, Donald C., Ithaca
Atwater, R. Scott, Fayetteville
Avery, Craig R., Pittsford
Ayres, Stephen T., Hamilton, Ohio

Baker, David H., Rome
Barry, Kevin A., Manhasset
Bambic, Robert M., Little Falls
Beaudry, Peter T. II, Homer
Beck, Thomas N., Suffern
Bedford, Henry W., North Hampton, N.H.
Behrman, David A., Peekskill
Benson, James R., Clinton
Berglund, Thomas T., Lafayette, Cal.
Bergmann, Carl F., Sturbridge, Mass.
Berman, Roger H., Pleasantville
Binner, Robert A., Jr., Cheektowaga
Blagbrough, Gordon W., Wilton, N.H.
Blaustein, Steven A., Fort Lee, N.J.
Blow, Stephen R., Waverly
Bonomo, Robert A., Bronx
Borden, Michael H., Woodbury
Bowe, Timothy F., Fonda
Brace, Stephen H., Fayetteville
Bradford, Geoffrey L., New York
Brooks, Stephen G., Mattituck
Brown, Gary S., New York
Brown, Gregory W., Salamanca
Brown, J. Hunter, Cincinnati, Ohio
Brown, Louis C., Jr., Atlanta, Ga.
Brown, Steven C., York, Pa.
Brownell, Mark D., Syracuse
Bulger, Michael E., Troy
Buonanno, David L., Columbia, S.C.
Buonanno, Gary P., Brant Beach, N.J.
Burling, James S., Chatham, N.J.
Bylund, David J., Bemus Point

Cannon, Michael E., Port Washington
Carpenter, Robert N., Nanuet
Carter, Bruce S., Fredonia
Cashen, Jon M., Ft. Wayne, Ind.
Caswell, Christopher K., Lincoln, Mass.
Cater, Charles B., Millburn, N.J.
Catlin, Edgar S., Brunswick, Me.
Chanatry, Brian J., Utica
Cheney, Neil M., Framingham, Mass.
Coffin, John F. IV., New Milford, Conn.
Colby, Alan H., Quincy, Mass.
Conboy, James E., Fort Plain
Conner, Timothy B., Chenango Forks
Conway, Kevin J., Woodgate
Coombs, James R., Prattsburg
Cordia, Louis, Buffalo
Cornett, Delco L., Hempstead
Courage, Bruce C., Canandaigua
Cramer, Jonathan, New York
Cross, David D., Owing Mills, Md.
Curran, John T., Freeport
Curtis, James M., Potsdam

Daly, Daniel D., Chadwicks
David, Michael J., Chevy Chase, Md.
Denholm, David E., Clinton
DeVittorio, James H., Ridgway, Pa.
Downing, Herbert J., Clarence

Eberle, Richard D., Fayetteville
Eisner, Neil D., Short Hills, N.J.
Errico, V. Douglas, Winchester, Mass.

Familetti, Harry G., Havertown, Pa.
Feingold, Jeff A., Brooklyn
Finan, William T., Allegany
Fisher, Daniel J., Skaneateles
Flynn, Michael S., Carmel
Foley, William M., Springfield, Mass.
Follansbee, Arthur S., Andover, Mass.

Forster, Jon S., State College, Pa.
Fridriksson, Snaebjorn, Eyjafjord, Iceland
Friedman, Steven E., West Islip
Fung, Ernest C. M., Kowloon, Hong Kong

Garry, Charles J., East Berne
Geary, J. Douglas, Garden City
Gelber, Brian R., Scotia
Gimenz, Edwardo, Clifton Springs
Gioia, Horace A., Jr., Buffalo
Glucroft, Douglas S., Staten Island
Godsell, K. Britten, Amherst, Mass.
Gold, Edward S., Binghamton
Gorman, Stephen M., Princeton, N.J.
Grandfield, John D., West Roxbury, Mass.
Greenwood, Thomas H., De Witt
Grieves, Robert T., Kenmore
Gross, Kenneth W., Great Neck
Grossman, Robert S., New York
Guerrier, Eddy, Port au Prince, Haiti
Guy, Martin I., Binghamton

Haas, Blair K., Shaker Heights, Ohio
Handly, Marshall J., Vienna, Va.
Hanno, Kurt, Lowville
Hannon, Robert T., New York
Hargrove, Steven L., Baltimore, Md.
Hathaway, Charles B., Jr., Alexandria, Va.
Haweeli, Stephen E., Manhasset
Hellreich, Mark A., Brooklyn
Heyl, John T., Exeter, N.H.
Hiroshima, Edward Y., Hartsdale
Hodges, James J., Jr., Cambria Heights
Howard, Michael A., Fairport
Howe, Robert L., Brooklyn
Hutchinson, Martin J., Brooklyn

Jamison, Philip A., Clinton
Joelson, David F., Hartsdale
Johnson, Paul K. III, Plainfield, N.J.
Johnson, Robert J., Selkirk

Kaplan, Robert E., Flushing
Kasdorf, Mark K., Bridgeport
Kasman, Matthew B., New York
Keith, Alexander C., Hartsdale
Keller, Jeffrey I., Neponsit
Kinney, Douglas E., Barton
Kraus, Eric M., Great Neck
Kreiswirth, Barry N., Union, N.J.
Kwiat, James K., Utica

Lacombe, Jean, Brooklyn
Lacy, Ronald L., Converse, Texas
Larson, Jeffrey S., Scarsdale
Leff, Thomas D., New York
Lelio, Arthur, Clinton
LePorte, James L., Jr., Commack
Lieberman, Bruce A., Livingston, N.J.
Lindsay, Stuart C., Milwaukee, Wisc.
Lipman, Walter M., Spring Valley
Lotze, James G., Rochester
Loughrey, Robert O., Lake George
Lowe, Bobby L., New York

Malcom, Richard K., Concord, Mass.
Manion, Lawrence M., Ilion
Manis, Dean E., Brooklyn
Marks, Peter A., Princeton, N.J.
Marsh, Steven D., Bayside
Marshall, David, East Hampton
Mastropolo, Salvatore T., Spring Valley
McCue, Brian G., Lexington, Mass.
McDougal, David B. III, St. Louis, Mo.
McGowan, Kevin P., Malverne
McGuire, Clarke F., Syosset
McMurray, Mark C., Upper Montclair, N.J.
Meagher, Matthew T., Brooklyn
Meagher, Thomas C., Pittsford
Melville, Charles S., Denver, Colo.
Mesinger, Mark F., Chappaqua
Min, E. Keith, Makati, Philippines
Montalvo, Phillip J., New York
Moore, Thomas J., Williamstown, Mass.
Morison, Bradley B., Edina, Minn.
Morris, Robert S., DeWitt
Muller, Gregory, Ravena
Murgai, Vijay, New Delhi, India
Murphy, Richard E., Rockville Centre
Muszynski, Stuart, Shaker Heights, Ohio

Navarre, John A., Toledo, Ohio
Nelson, Marc E., Elmira
Neri, Louis R., Selkirk
Newman, Douglas G., Fly Creek
Newman, Thomas C., Rochester
Nissi, Nordo M. III, Bradford, Mass.
Nold, Thomas F., Delmar

Obernesser, James F., Utica
O'Hearn, William J. III, Wilton, Conn.
Orsini, Alfonso, Farmingdale

Pandolfi, Gary J., Marion, Mass.
Pasqua, John J., Pelham
Paul, Martin K., Pittsburgh, Pa.
Pechmann, James C., Binghamton
Pechmann, Joseph H. K., Binghamton
Persons, James C., Port Washington
Perticone, John L., Webster
Petrie, George C., Garden City
Phang, Whang S., Sunderland, Mass.
Polakoff, Steven L., Millburn, N.J.
Pollock, Stewart A., Cooperstown
Presutti, Robert A., East Rochester
Pryor, David G., Clinton
Purcell, William P. III, Wallingford, Pa.

Radin, Mitchell E., Fayetteville
Ramsey, Thomas F., Towson, Md.
Regan, Kerry C., Camillus
Reppun, John L., Honolulu, Hawaii
Reynolds, Donald B., Berkeley Heights, N.J.
Rodgers, Samuel W., Princeton, N.J.
Rosner, Daniel A., Lexington, Mass.
Rutherford, Joseph J., Waterville

St. George, Robert B., Towson, Md.
Schiz, Steven L., Valley Stream
Schutt, David G., Albany
Schwartz, Christopher L., Westport, Conn.
Scoon, Anthony K., New York
Scott, Edwin T., New York
Scott, Matthew J., Port Washington
Seltzer, Barry S., Eastchester
Shea, William A., Chittenango
Shoen, Timothy I., Manlius
Shrum, Joseph P., Charlottesville, Va.
Shulansky, John D., West Hartford, Conn.
Siegel, Robert J., Brooklyn
Sigler, J. Michael, Kansas City, Mo.
Silverman, Alan H., Elkins Park, Pa.
Slade, Herbert B., Camillus
Smith, Brian J., Albany
Smith, Gary P., Baldwinsville
Soba, Stephen B., Brooklyn
Sommer, Peter M., Great Neck
Sonnenberg, Craig E., Kingston
Spirduso, Doug M., Streator, Ill.
Spritzer, Stephen M., Paramus, N.J.
Steiner, Karel, Chevy Chase, Md.
Stugis, Walter C., Penfield
Swenson, Richard R., New Shrewsbury, N.J.
Syage, Jack A., Garden City

Terranova, Joseph J., Lancaster
Thomas, Carl L., Jr., Kirkville
Thomas, Gregory W., Syosset
Tint, Charles H., New York
Toop, R. Scott, Commack
Townes, James E. II, Willingboro, N.J.

Vanderveer, John H. III, Mineola
Vaughan, Maurice J., Binghamton
Villanova, Gary M., Cedar Grove, N.J.
Vincelette, Richard B., Chittenango
Voorhees, William D. III, Guilderland

Walsh, Dennis P., Oxford
Wallace, Jeffrey C., New York
Weisser, Robert D., Flemington, N.J.
Whitehill, Mark B., Jericho
Whiteley, Horace W. III, Pelham
Wight, Richard D., Bemus Point
Williams, Mark E., Watertown
Wiseman, Dana, Jamesville
Wolfe, Alain R., Athen, Ga.
Wollman, David C., Blue Bell, Pa.
Woodlock, Timothy J., Webster
Worden, Robert P., Jr., Auburn
Wright, Vroman L., Albany
Wrigley, Bruce D., Springfield, Pa.

Young, Bruce P., Rockaway, N.J.

Zasada, Andrew P., Windsor, Conn.

Zenowich, P. Christopher, Bantam, Conn.

CLASS OF 1977

Ackerson, Fred M., Cuba
Adelfio, Guido, Chevy Chase, Md.
Allen, Thomas C., Westfield, Mass.
Amis, L. Randolph III, Washington, Pa.
Arden, Thomas W., Toms River, N.J.
Armstrong, Alan R., West Winfield
Ashby, W. David, Atlanta, Ga.
Attridge, Robert H., Jr., Fayetteville

Bagley, Roswell P. III, Buffalo
Bagwill, John W. III, Chappaqua
Baker, David G., Elmira
Bannan, Michael A., Westbury
Barnhill, Phillip W., Wayzata, Minn.
Barriere, Brent B., Alexandria, Va.
Barrows, Peter S., Cazenovia
Bawol, Paul M., Sauquoit
Becker, Daniel F., New York
Berger, Jan P., Eastchester
Bergwall, Reed G., Buffalo
Berlin, Stuart M., Little Neck
Bliss, George S., Mt. Vision
Bornmann, William C., Westfield, N.J.
Bostom, Andrew G., Little Neck
Bracaglia, Thomas P., Warren, N.J.
Brenner, Jonathan S., Livingston, N.J.
Bressler, Peter B., Durham, N.C.
Burns, Kevin J., Schenectady
Burns, Richard D., Huntington

Campagnoni, Arthur W., Solvay
Campbell, Kevin J., Buffalo
Cantor, David A., Princeton, N.J.
Carter, John R., Scottsville
Cary, Charles R., Philadelphia, Pa.
Charbonneau, Thomas E., Madison, Conn.
Chin, Michael, Astoria
Chizzonite, Donald J., Mohawk
Chormann, Frederick H., Jr., Lewiston
Coombes, Brian R., West Simsbury Conn.
Crump, Andrew G., Gambier, Ohio
Cunningham, John F., New Hartford
Curran, Mark S., Snyder

Davis, Clifford S., Pittsburgh, Pa.
DeBlois, James G., Utica
DeCamp, Christopher D., Latham
Donahue, John D., Princeton, N.J.
Drinker, Edward M.., Flourtown, Pa.
Driscoll, John P., Troy

Edick, Paul R., Lowville
Eilenberg, Adam D., Flushing
Ewald, Edward A., Mahwah, N.J.
Ewing, Thomas M., Canandaigua

Farmer, Bruce A., Keene, N.H.
Farrell, Patrick M., Fayetteville
Feldman, Stephen M., Freeport
Ferguson, Scott, St. Louis, Mo.
Fieweger, Peter C., Wilton, Conn.
Filipski, Mark W., Little Falls
Finucane, William M., Hartsdale
Fiorino, David P., Poughkeepsie
Forand, Joseph M., Birmingham, Mich.
Forbes, Daniel J., Hempstead
Fox, E. Mark, Glenside, Pa.
Francis, James B. III, Westbury
Frisina, Robert D., Pittsford
Fulton, Matthew S., Darien, Conn.

Garfinkel, David A., New York
Gelb, Harry, New York
George, Shawn P., Simsbury, Conn.
Getz, Gregory J., Whitesboro
Giarra, James E., New Providence, N.J.
Gillmore, George R., Jr., Hamilton
Glickman, Laurence T., Montreal, Canada
Goldenberg, Steven A., Fair Lawn, N.J.
Graefe, Thomas M., Massapequa
Gramaglia, George J., Hicksville
Grasberger, Stephen K., Media, Pa.
Greenhalgh, David G., Jamesville

Griffith, Thomas G., Duluth, Minn.
Griggs, David M., St. Paul, Minn.
Grosfeld, Scott K., Forest Hills
Gulick, Hans, Hanover, N.H.

Hagan, Kevin F., Port Washington
Haggerty, Donald F., Westbury
Hamilton, Alexander M., New York
Hansen, Erik S., Beaver Falls
Hanslowe, David E., Newfield
Harley, William G., Westport, Conn.
Harrington, Roby IV, Darien, Conn.
Hart, Leo H., Troy
Hart, Robert M., Mt. Kisco
Hart, Warren E., Paris, France
Harwood, James R., Malone
Hayes, Phillip W., Dayton, Ohio
Hess, David P., Latham
Hicks, Renardo L., Philadelphia, Pa.
Hildebrand, Philip C., Oak Park, Ill.
Hinchcliff, John H. W., Lenox, Mass.
Hjelm, Jeffrey L., Hampden, Maine
Hollands, Charles P., Miami, Fla.
Hornor, John W., New York
Hudson, Charles R., Concord, Mass.
Hunt, Giles G., Shady Side, Md.
Husain, Mohammed K., Addison, Ill.

Jackson, Albert D., Albany
Joelson, John M., Paterson, N.J.
John, David P., Nahant, Mass.
Johnson, Erik H., Jamestown
Joss, Kirby A., Tonawanda
Joyce, Lawrence B., Westbury

Kafadar, Cemal, Istanbul, Turkey
Kagan, Eliot D., DeWitt
Kahl, William T., Auburn
Kahn, Douglas G., Lake Success
Kaupp, Gregory S., Allentown, Pa.
Kellogg, Collins F., Jr., Lowville
Kernan, Bruce S., Worcester
Kerr, C. Duncan, Homer
Kizielewicz, Walter D., Buffalo
Klossner, Kenneth G., East Syracuse
Koelle, Richard B., Swarthmore, Pa.
Kondoleon, Harry, Flushing
Kulp, Eric R., Chalfont, Pa.
Kumatz, David J., Smyrna

LaSorte, Antonio F., Binghamton
Lehr, Rodger Walter, Jr., Amherst, N.H.
Levine, Bruce A., Teaneck, N.J.
Lewis, Adam H., Washington, D.C.
Linder, Peter A., Buffalo
Lipkin, David M., Ardsley
Lore, Nicholas J., Syracuse
Lowen, Theodore W., Rockville Centre
Luker, Daniel P., New Hartford
Lund, Robert T., Duluth, Minn.
Lust, Robert M., Jr., Webster
Mackay, John R., West Hartford, Conn.
Maggio, William W., Boyertown, Pa.
Malis, Stuart R., Andover, Mass.
Marcal, Michael A., Palo Alto, Ca.
Marsello, Gregory R., Warwick, R.I.
Marsh, Paul C., Scarsdale
Martin, Jeffrey R., Holley
Masterson, Thomas G., Bogota, N.J.
Matthews, James S., Smithtown
Maynard, Gregory B., Sudbury, Mass.
McLean, Scott D., Towson, Md.
McLoone, Thomas P., North Merrick
Milford, Stephen A., Hamden, Conn.
Miller, Andrew H., Atlanta, Ga.
Miller, Robert E., Chevy Chase, Md.
Mintz, Steven J., Clifton, N.J.
Morris, Philip C., Orange, Conn.
Morrison, Howard A., Utica
Mullaney, Richard T., Saratoga Springs
Muller, Eugene F., East Northport
Murphy, Bruce A., Shaker Heights, Ohio
Murphy, John J., Troy

Nagrod, Peter D., Albertson
Nee, Stephen C., Syracuse
Neville, Gary W., Endicott
Nichols, David K., Buffalo
Nielsen, Lars, Canaan

O'Brien, Keith M., Melrose, Mass.
O'Brien, Mark E., Lindenhurst
O'Brien, Patrick J., Vestal
Ochart, Robert, New York
Olin, Thomas R., Harpursville
Oliver, James B., Watertown

Orr, Charles P., Jr., Pittsburgh, Pa.
Ouderkirk, John T., Jr., Holland, Mich.
Oyer, Donald J., Frankfort

Pacala, Mark L., Rochester
Paganelli, Paul G., Glens Falls
Papperman, Theodore J., Paramus, N.J.
Pecchenino, Matthew B., Norwich
Peckham, Bruce B., Canton
Pelz, Robert L., Jr., Scarsdale
Pepe, Gregory J., Seymour, Conn.
Pisanelli, David A., Poughkeepsie
Polvino, Michael F., Hamburg
Portin, Robert J., Eggertsville
Pranchak, William L., Clinton
Pratt, Andrew E., Westport, Conn.
Previdi, Richard R., Englewood, N.J.

Quinn, John C., Jr., Rochester

Readling, Joseph A., Oswego
Regan, Patrick M., Waterbury, Conn.
Regan, R. Christopher, New York
Riccio, Robert J., Washington, D.C.
Rich, Campbell H., Chicago, Ill.
Rock, Robert K., Chevy Chase, Md.
Rose, Henry J., Yorktown Heights
Rosenbaum, Mark A., Pittsford
Rossi, Raymond N., Stoneham, Mass.
Roth, Jonathon L., Elizabeth, N.J.
Rowan, Robert W., Wallingford, Pa.
Ruben, David, New York
Rudolph, Steven E., North Woodmere
Ruppel, Thomas A., New York
Rybarczyk, Mark J., Auburn

Santoro, Christopher R., Holley
Sanz-Domingo, Antonio, Madrid, Spain
Savitsky, Steven C., Merrick
Schmeyer, Jon E., Merrick
Schoch, Karl F., Jr., Scotia
Seide, Steven T., Levittown
Shafer, William F. IV, Pittsford
Shiro, Louis J., Waterville, Maine
Simmons, Steven T., Troy
Simon, Steven A., Caldwell, N.J.
Sinker, Edward M., Utica
Smith, David S., Tokyo, Japan
Smith, Kevin P., Millville, N.J.
Smith, Mark M., Derby
Snyder, Douglas J., Coral Gables, Fla.
Spellane, Philip G., Douglaston
Steiger, Lionel L., Longmeadow, Mass.
Stitt, Roderick D., Pelham
Stoenner, Thomas H., Blue Point
Stone, B. Hicks III, Palm Beach, Fla.
Suslavich, James A., Darien, Conn.

Tarbell, William M., Binghamton
Taskin, Richard S., North Adams, Mass.
Thomson, Herbert J., Greene
Tow, Frank, Pound Ridge
Tredinnick, Mark W., Lansdale, Pa.
Tulchin, Jeffrey R., Westbury
Tyksinski, Martin J., Rome
Tyler, Jaye T., Manchester, Conn.

Urban, Henry Z., Jr., Buffalo

Vigren, John C., Port Washington

Walborn, David W., Clifton Springs
Wallack, Howard A., Rochester
Walters, Mark A., Willow Grove, Pa.
Ward, David D., Wallingford, Pa.
Weed, Lincoln D., Underhill Center, Vermont
Weinberg, Philip I., Wyncote, Pa.
Weiner, Corey J., Willingboro, N.J.
Welsh, Peter C., Jr., Cooperstown
White, Terry L., New Hartford
Whitlock, David C., Tenafly, N.J.
Widman, John H., Elmira
Williams, Alexander D., Buffalo
Willis, Thomas G., Garden City
Woodward, Stephen A., Wellesley, Mass.
Wooldridge, Douglas J., Elmira Heights

Yarmis, Jonathan L., Croton-on-Hudson
Yoskin, Peter, Philadelphia, Pa.
Young, Benjamin K. B. , South Croydon, Surrey, England

Ziegler, John M., Darien, Conn.
Ziemendorf, Kurt E., Buffalo
Zorthian, Stephen A., New York
Zwerner, Daniel P., White Plains

CLASS OF 1978

Alleva, James, Ardsley
Altieri, John J., Utica
Anthony, Benjamin R., Concord, Mass.
Arcidiacono, Guy C., Douglaston
Armento, Donald F., Jenkintown

Baecher, John T., Sea Cliff
Barr, Daniel C., Rye
Barrett, Andrew T., Manhasset
Barry, Daniel O., Jr., Miami, Fla.
Bass, Andrew M., Forest Hills
Bauer, Robert J., Buffalo
Beer, David S., Hamburg
Belden, Michael W., Wilton, Conn.
Benedict, George A., Poughkeepsie
Benson, Marc H., Shaker Heights, Ohio
Berger, Andrew L., Old Bethpage
Berkowitz, Mark J., Utica
Boehmke, John E., Binghamton
Boshart, Michael R., Turin
Bosquez, German, New York
Brennan, John P., Schenectady
Brennen, Stephen W., New York
Briggs, Robert L., Kansas City, Mo.
Britt, James E., Castleton
Britton, John C., State College, Pa.
Brooks, George J., Woodmere
Buck, Michael J., Glens Falls
Bunger, Gregory J., Weston, Conn.
Burgess, David C., Tucker, Ga.
Burke, Terence A., Bethlehem, Pa.
Burns, Andrew C., Clinton
Busch, Thomas N., Amherst
Byron, Andrew H., South Wales

Cahill, Christopher E., Rochester
Campbell, Lawrence D., East Northport
Carney, Timothy F., New Hartford
Carouso, James A., New York
Casserly, Michael S., Princeton, N.J.
Cataro, Michael J., Brentwood
Cooper, Sloan, Wilmington, Del.
Cooperman, Patrick M., Mt. Vernon
Costello, Brenden J., Northport
Coughlin, Robert H., Schenectady
Cousineau, John S., Remsen
Cousins, Peter N., Chappaqua
Cowin, David H., Manhasset
Coxe, Berton W., Colorado Springs, Col.
Crocker, Augustus T., Jr., Dover, Mass.
Crumb, Leonard W., Morris
Cumming, James S., Bellport
Curry, Patrick G., Katonah

Darcy, Kevin B., Rochester
Davis, Benjamin S., Cooperstown
Davis, J. Peter, Philadelphia, Pa.
Davis, Michael E., South Windsor, Conn.
Davis, Richard R., Carlisle, Mass.
DeLong, Lawrence R., Old Forge
Derewetzky, Marc J., Valley Cottage
DiGregorio, Anthony J., Jr., Freeport
Dolan, Robert J., Hauppauge
Dolan, Thomas P., Baldwin
Doolittle, Christopher J., Williamsville
Downs, James W., Jr., Suffern
Drummond, Peter G., Jordan

Eldredge, Stephen S., Boston, Mass.
Ernst, John J., Jr., Orchard Park
Erwin, Leslie E., Greenwich, Conn.
Evans, Thomas A., Jr., Clinton

Feldman, Howard N., Utica
Finnell, Samuel C. III, Princeton, N.J.
Fisher, Gregory J., Rumford, Me.
Fitz Patrick, Christopher E., Bridgewater, Mass.
Fliederbaum, Merrill E., Bayside
Foo, Stanley T., Ellenville
Fox, William B., Darien, Conn.
Franken, James H., Bedford, Mass.
Friends, Barry G., Rensselaer

Gardner, Theodore A., Cincinnati, Ohio
Gaskell, Thomas H., Sauquoit
Gibson, Michael J., Snyder
Gizzi, Martin S., Mahopac
Gliedman, Charles H., Atlantic Beach
Gourley, Douglas A., Centerville, Mass.
Graf, Bayard H., Devon, Pa.
Graney, John F. III, New Milford, Conn.
Greene, Earl G. III, Omaha, Nebr.
Grogan, Brian J., Vestal

Hajec, Stephen A., Utica
Halperin, Alan D., Glen Aubrey
Hamilton, Douglas P., Buffalo
Handschumacher, Kurt R., Branford, Conn.
Hanshaw, Thomas K., Pittsford
Haselton, S. Randall, Millburn, N.J.
Hausmann, Timothy S., Madison, Wisc.
Hawkins, Philip L., St. Paul, Minn.
Hayes, John C., Burdett
Healy, H. Harris, New York
Helmer, William S., Morrisville
Hexner, Thomas S., Concord, Mass.
Hickman, F. Joseph, Chestertown, Md.
Hickman, John B., Mahopac
Hirsch, G. Gordon, Snyder
Ho, Swee Huat, Corning
Hogan, Brian R., West Hartford, Conn.
Hulleberg, Paul A., New Canaan, Conn.
Hutchings, W. Preston, Tucker's Town, Bermuda
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Hutchinson, William P., Hingham, Mass.

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